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ABSTRACT

Conceived as an idea book for educators, parents, concerned citizens, and others interested in special education services for handicapped children living in rural areas, these proceedings constitute the results of a 3 day workshop. Used as a guide, this document may serve as an index to possible resources for use in any typical rural area. The ideas presented are intended to stimulate the planning and implementation of programs. Information is color indexed, indicating 3 major divisions which are further divided into substrategies as follows: (1) Program (identification, curricula, training, and parent and community); (2) Administration (communication and commitment, staffing, and responsibility and accountability); and (3) Legislation (law and funding). Each subcategory is then Approached in terms of various "tactical arenas" for which there are specific prescriptive measures. For example, in the area of program identification, there are 4 tactical arenas, one of which is to "Develop, implement, and evaluate a continuous process for locating unserved handicapped children, including minorities and low-incidence handicapped". Procedural prescriptions designated as "tactical steps, who, where, how, and when" are then specified for this particular tactical arena. (JC)

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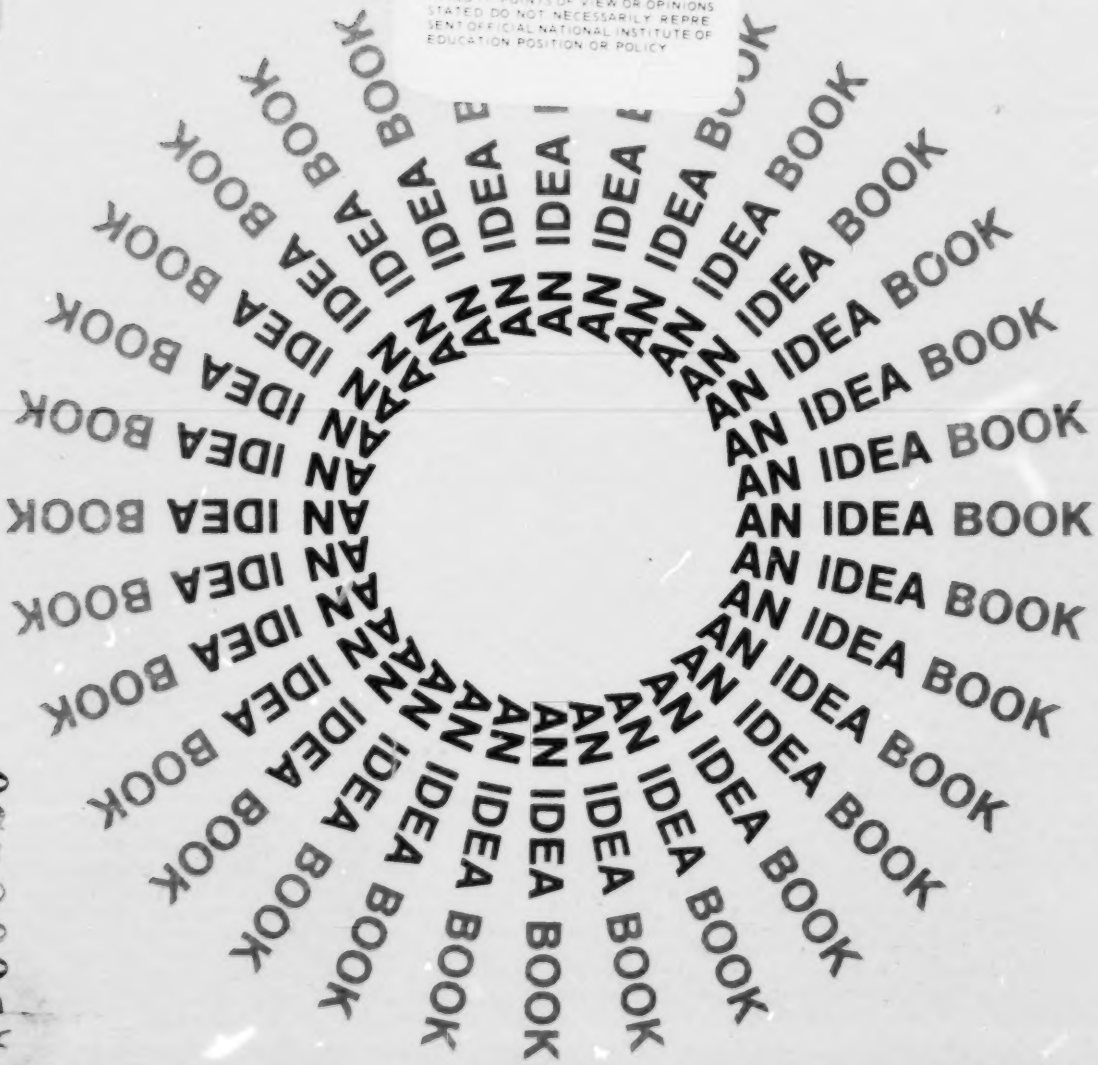

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The Proceedings From The
Western States Topical Conference

IMPLEMENTING SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS

A guidelines document
and idea resource for:

- educators
- parents
- concerned citizens
- others

Sponsored by:

THE ROCKY MOUNTAIN REGIONAL RESOURCE CENTER

THE NORTHWEST REGIONAL RESOURCE CENTER

THE COORDINATING OFFICE FOR REGIONAL RESOURCE CENTERS

February 3-6, 1975, Salt Lake City, Utah

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On February 1, 1975, the Rocky Mountain Regional Resource Center was renamed in accordance with the new regional definition from the funding agency. The staff members, their location, and the motivating philosophy of the RRC remain the same. Only the name of the project is changed:

Southwest Regional Resource Center
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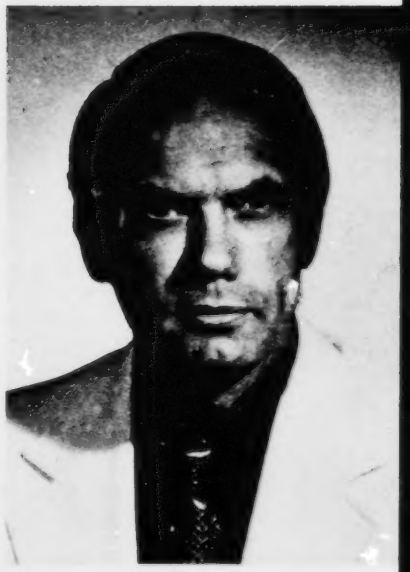

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PREFACE: How to use this document

How *does* one begin to implement special education services in a rural or a remote area? The ideas contained in this document were shaped during an intensive three and one-half day working conference. Rather than being the last word on delivery of special education services in rural areas, this report represents a first effort at defining—in a comprehensive manner—steps that can be taken to improve services.

This document does not present a plan for one particular state nor for one program in a state. It is, instead, an idea book—an index to possible resources that could be used in any typical rural area, regardless of population density.

The ideas presented are intended to stimulate the planning and implementation of programs; they can be used in total or in part, as needed. Whenever possible the content is worded in a general framework to allow the user to translate the ideas to more accurately fit a specific environmental, cultural or programmatic need.

The information is indexed by color, indicating three major divisions: Program, Administration and Legislation. These three are further divided into nine substrategies. The index should help the user immediately find the desired section. Each of the nine tabbed sections begins with a brief introduction and a table of contents for that section.

The contents began to take form in a working conference in Portland, Oregon, more than a year ago. There, participants formulated 57 goal statements related to delivery of special education to persons in rural, remote areas (from birth through 21). In this most recent conference, 197 participants began with those 57 goals, which they accepted as written, modified or enlarged. Then they outlined the tactical steps and the implementaries—the who's, where's, when's and how's—necessary to translate the goals into actions.

It is hoped that this pioneering effort will set the stage for later additions and revisions so that handicapped persons who reside in hard-to-serve areas will indeed receive more adequate special education services.

Although the conference developed tactical models for the rural setting, it is hoped that this idea book will also influence the delivery of educational services in urban areas. Tactical thinking and planning are perhaps the keys to focusing more clearly on problems within any geographical setting.

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INTRODUCTION: How this conference came about

The history of how this conference and document came about can be traced back a few years to when Earl "Andy" Andersen was the State Director of Special Education in Alaska. Alaska faces extremely difficult problems in delivering special education services in remote areas. Andy's encounter with these problems prompted him to explore ways to generate the needed technical assistance. He talked over this concern with Jim Crosson, Director of the Northwest Regional Resource Center (NWRRC) and with Marty Martinson, University of Kentucky. About this same time Andy became Executive Director of the National Association of State Directors of Special Education (NASDSE). This led to conversations with other RRC directors in the western states, including Judy Ann Buffmire, Rocky Mountain Regional Resource Center, all of which culminated in the first working conference.

The problem was formally addressed in December, 1973, in Portland, Oregon, when a topical conference was held on "Delivery of Special Education Services in Rural Remote Areas." It was jointly sponsored by the Southwest Regional Resource Center, Rocky Mountain Regional Resource Center (RMRRC), NWRRC, and NASDSE, with the assistance of the Northwest Regional Educational Laboratory.

Since that time there has been a growing consensus that the Portland participants articulated timely and necessary goals. Informal requests have come from many of the original participants for a follow-up meeting. In order to bring meaningful closure to the wisdom generated in Portland, there was a sense of urgency relative to designing concrete action steps to implement the goals. This would give key decision-makers in states a type of technical assistance which could have an immediate impact on those persons needing improved special education services in sparsely populated areas.

To assist the states, the RMRRC planned and coordinated a follow-up to the Portland conference on the theme, "Implementing Special Education Services in Rural Remote Areas." The event was held February 3-6, 1975, in Salt Lake City, Utah. This working conference built upon the goals from Portland by formulating concrete guidelines for action.

This second conference was sponsored by the RMRRC, NWRRC, and the Coordinating Office for Regional Resource Centers (CORRC). In addition, each of the State Directors of Special Education in these two regions co-hosted the conference with the RRCs. Every effort was made to shape an event which would reflect the current and real needs as articulated by the state education agencies. The conference was not an attempt to "re-invent the wheel" as there are numerous worthwhile efforts currently underway; rather, attention was primarily focused on closing existing gaps by utilizing the collective wisdom of the contributors.

The RMRRC and the NWRRC are two of thirteen Regional Resource Centers currently funded by the Bureau of Education for the Handicapped (BEH). The RRCs were created by Congress in 1968 (now PL 91-230) to help determine the educational needs of handicapped children, to develop programs to meet those needs, to assist the appropriate agencies in providing programs, and to periodically reexamine and reevaluate such programs. The overall efforts are to assist in meeting the BEH national commitment:

> To assure that every handicapped child is receiving an appropriately designed education by 1980 (75% by 1977).

Region #3, served by the RMRRC (now named, the Southwest RRC), includes Arizona, Bureau of Indian Affairs, Colorado, Nevada, New Mexico and Utah. Region #1, served by the NWRRC, includes Alaska, Guam, Hawaii, Idaho, Montana, Oregon, American Samoa, Trust Territories of the Pacific Islands, Washington and Wyoming. The CORRC was established June 1, 1974 to assist the thirteen RRCs in technical assistance and training, needs assessment, single systems, development and management.

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SCHEDULE

CONFERENCE SCHEDULE ON "IMPLEMENTING SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS" SALT LAKE CITY							
MONDAY - FEBRUARY 3		**TUESDAY - FEBRUARY 4**		**WEDNESDAY - FEBRUARY 5**		**THURSDAY - FEBRUARY 6**	
HOUR	**EVENT**	**HOUR**	**EVENT**	**HOUR**	**EVENT**	**HOUR**	**EVENT**
8:30	Conference Opening Dr. David P. Gardner Dr. Elwood Pace	9:00	State Reports Nevada, Oregon, Colorado, B.I.A.	9:00	State Reports New Mexico, Wyoming Alaska, Washington	9:00	State Reports Utah, Montana
9:00	State Reports Arizona, Trust Territories, Idaho	10:15	Break	10:15	Break	10:15	Break
10:15	Break	10:30	Program Task Force (four working groups)	10:30	Program Task Force Administration Task Force Legislation Task Force (nine working groups)	10:30	Plenary Reports by Task Forces Conference Evaluation
10:30	Demonstration No. 1 The Portage Project David Shearer, Director						
12:30	Lunch by States	12:15	Lunch by Topics	12:15	Lunch by Task Forces	12:30	Closing Banquet
2:00	Demonstration No. 2 The Telepac Project Alan Hofmeister, Director	1:30	Program Task Force (four working groups)	1:30	Program Task Force Administration Task Force Legislation Task Force		
4:00	No-Host Hospitality Hour						
5:00	Free Time (dine at own choice)	5:00	Free Time (dine at own choice)	5:00	Free Time (dine at own choice)		
7:00	Program Task Force (total conference)	7:00	Program Task Force (four working groups)	7:00	Program Task Force Administration Task Force Legislation Task Force		
9:30	Close	9:30	Close	9:30	Close		

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KEY TO TACTICAL ARENAS

Conference Goal:	"IMPLEMENTING SPECIAL EDUCATION SERVICES IN RURAL REMOTE AREAS"								
Strategy:	PROGRAM TASK FORCE 1.0				ADMINISTRATION TASK FORCE 2.0			LEGISLATION TASK FORCE 3.(	
Sub-Strategy:	Identification 1.1	Curricula D/P/P/E 1.2	Training In & Pre 1.3	Parent & Community 1.4	Communication & Commitment 2.1	Staffing 2.2	Responsibility & Accountability 2.3	Law 3.1	Fundin 3.2
Tactical Arenas: (Portland Goal Statements Updated)	1.1.1 1.1.2 1.1.3 1.1.4	Regular Class: 1.2.1 thru 1.2.5 Special Class: 1.2.6 thru 1.2.18 Homebound: 1.2.19 thru 1.2.22 Residential: 1.2.23 thru 1.2.35	Regular Class: 1.3.1 thru 1.3.4 Special Class: 1.3.5 thru 1.3.6 Homebound: 1.3.7 thru 1.3.10 Residential: 1.3.11 thru 1.3.13	Regular Class: 1.4.1 thru 1.4.6 Special Class: 1.4.7 thru 1.4.14 Homebound: 1.4.15 thru 1.4.20 Residential: 1.4.21 thru 1.4.26	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6	2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.2.6	2.3.1 2.3.2 2.3.3 2.3.4 2.3.5 2.3.6	3.1.1 3.1.2 3.1.3 3.1.4	3.2.1 3.2.2 3.2.3 3.2.4 3.2.5
Pages:	5	25	75	99	135	149	163	175	185

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PROGRAM TASK FORCE: Identification

Resource Person:
Bruce Weston,
Director, California
Regional Resource Center

Facilitators:
Mary Buchanan
Susan Harrison
Jeanette Misaka
Judy Schrag

Recorders:
Jane Abe
Kathleen Olson

"I think the highlight of this conference for me has been the people with whom I have been working. I have this visual image of Monday night—when people might ordinarily feel like relaxing—and about ten minutes after we got into our session there were four groups just going at it. I couldn't believe it and it continued like that right through. I am proud of the things that have happened in the way of a product and I am also extremely grateful for the things that have happened to me as a person while I worked with these folks."

—Bruce Weston

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Tactical Arenas:	Page
1.1.1 Develop, implement and evaluate a continuous process for creating an understanding of the importance of providing an appropriate educational program for handicapped children, and an awareness of the types of service available.	8
1.1.2 Develop, implement and evaluate a continuous process for locating unserved handicapped children, including minorities and low-incidence handicapped.	12
1.1.3 Develop, implement and evaluate a continuous process for locating underserved handicapped children, including minorities and low-incidence handicapped.	16
1.1.4 Develop, implement and evaluate a continuous process for formal diagnosis of children who may be in need of special education.	20

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TACTICAL ARENAS	TACTICAL STEPS	WHO
1.1.1. **DEVELOP, IMPLEMENT, AND EVALUATE A CONTINUOUS PROCESS FOR CREATING AN UNDERSTANDING OF THE IMPORTANCE OF PROVIDING AN APPROPRIATE EDUCATIONAL PROGRAM FOR HANDICAPPED CHILDREN, AND AN AWARENESS OF THE TYPES OF SERVICE AVAILABLE.**	1. **Plan and develop a public information campaign to increase awareness or understanding of the need to provide appropriate educational programs for handicapped children.**	1. Interested persons in cooperation with appropriate agencies, such as federal agencies which may include Health, Education, and Welfare, Bureau of Education for the Handicapped, and social-rehabilitation services. 2. State agencies may include departments of education, departments of health services, and state advocacy groups. 3. Local agencies may include local and county school districts, and local advocacy groups.
	2. **Implement a public information campaign to increase awareness or understanding of the need to provide appropriate educational programs for handicapped children.**	1. Interested persons in cooperation with appropriate agencies, such as Federal agencies which may include Health, Education, and Welfare, Bureau of Education for the Handicapped, and social-rehabilitation services 2. State agencies may include Department of Education, Department of Health Services, and state advocacy groups 3. Local agencies may include local and county school districts, and local advocacy groups

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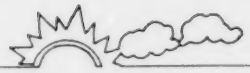

WHERE	HOW	WHEN
At the location of the agency or group initiating the project.	Develop a public information campaign which may include, but is not exclusive to information on the following: pertinent legislation fiscal information numbers and kinds of handicapped children programs, services, and resources available and needed importance of early intervention preventive measures such as genetic counseling, good nutrition, prenatal care appropriate media This public information campaign might use such media as: posters brochures information sheets radio and TV spots talk formats slide and/or tape presentations radio and TV programs newspaper ads and features newsletters church bulletin inserts Welcome Wagon information grocery sack stuffer notices bumper stickers place mats, napkins, banners postage stamps buttons	Annually, or as specified by the initiating agency
At the location of the agency or group initiating the project	1. Make a list of persons, groups, and agencies to be contacted by the most appropriate contact procedure (letters, telephone calls, meetings, etc.). 2. Present the program by: **a.** directly contacting target persons, groups, and agencies such as parents, legislators, teachers, service clubs, church organizations, local agencies (including public health, mental health, health and education), and advocacy groups (including United Cerebral Palsy, Association for Retarded Citizens, Association for Learning Disabilities), appropriate state agencies, appropriate national agencies and appropriate national organizations	As specified by the initiating agency

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **Evaluate the continuous process for creating an awareness or understanding of the need to provide an appropriate education program for handicapped children.**	Designated internal evaluators or contracted external (third-party) evaluators

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WHERE	HOW	WHEN
	b. using communications media such as newspaper articles and ads, radio spot announcements, programs, talk shows, TV spot announcements, and programs. **c.** using promotional advertising such as distributing media materials in local restaurants, businesses, and medical offices; promote money raising activities for the provision of educational programs for the handicapped.	
At the location of participating agencies in the planning, development, and implementation phases	**1.** Evidence of: employment of lobbyist production of multi-media presentation printed materials Awareness Weeks scheduled and printed records of all media releases written documentation of TV spots, scheduling, radio and newspaper releases written policies and procedures developed: diagram of organizational chart of communication network; designation of assigned personnel **2. a.** written listing of appropriate agencies, persons, and groups to be contacted with suggested procedures **b.** written documentation of presentations to groups or agencies, mailing lists, dissemination dates **c.** written records of news releases, TV spots, radio announcements, and other media contacts **3.** Determine the overall impacts: Primary Impact: An appropriate percentage of a randomly selected group of community members and agencies will demonstrate an understanding of appropriate education programs for handicapped children by indicating a specified criterion level of increased knowledge through structured interviews and written questionnaires.	**1.** At the completion of planning and development phase **2.** At the termination of implementation phase **3.** Impact evaluation/overall effectiveness

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.1.2. **DEVELOP, IMPLEMENT, AND EVALUATE A CONTINUOUS PROCESS FOR LOCATING UNSERVED HANDICAPPED CHILDREN, INCLUDING MINORITIES AND LOW-INCIDENCE HANDICAPPED.** **Task Force Definition:** Unserved—Any person between the ages of 0 to 21 years who falls outside the norms for age in academic, self-care, socialization, physical or communication areas, and who is not receiving educational services Low-Incidence handicapped—for example, deaf-blind, autistic, severely multiply handicapped	1. **Explore possible referral sources to locate unserved handicapped persons.**	The chief administrator or designee of appropriate governmental or lay organizations having responsibilities for providing educational services to handicapped persons.
	2. **Develop referral sources to locate unserved handicapped persons.**	The chief administrator or designee of those appropriate governmental or lay organizations having responsibilities for providing educational services to handicapped persons

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WHERE	HOW	WHEN
	Secondary Impact: numbers of programs will be provided and exceptional children served.	
Possible referral sources may include, but not be limited to the following: **Regional** (interstate) diagnostic centers resource centers **State Agencies** departments of education social services health services departments of mental health departments of vocational rehabilitation special committees Governor's Committee State Superintendent's Committee consumer organizations ARC, UCP, CEC parent groups and private groups **Regional** (intrastate) mental health clinics diagnostic clinics county medical societies district health departments juvenile departments child development centers charitable organizations **Community/Local Services** schools medical personnel day care centers Headstart churches private group homes unions sheltered workshops business groups service organizations Lions, Jaycees, Jayceettes	1. Research exemplary programs 2. Establish a list of available resources (see suggested list of sources under WHERE in Tactical Step 1) 3. Contact available resource by one of the following methods: phone letter personal contact 4. Decide on viability of resources 5. Compile list of viable resources	At the initial phase of the program. Ten (10) working days are suggested to complete the task.
Those referral sources listed in Tactical Step 1 which are determined viable	1. Develop a referral form. The form may include the following kinds of information: name of individual date of birth parents' name demographic information address (street, route, town) phone school district	During the second phase of the program, immediately following Phase 1. Thirty (30) working days are suggested for initial development.

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **Screen referred individuals to assess eligibility as an unserved handicapped person.**	A qualified **trained** person designated by an appropriate responsible person or agency to assess self-care, academic, socialization, physical, and communication areas

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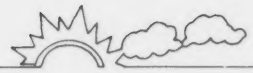
WHERE	HOW	WHEN
	reason for referral date referral person 2. Develop a "release of information" form specifying information **a.** to be received **b.** to be released **c.** to be withheld The form may reflect: name date permission to obtain and/or release information intent for use of information signature of parent, legal guardian, or responsible party *__Note:__ If use of computer system is feasible, consult as to desired output of information needs in the initial stage of developing forms. 3. Develop a cover letter stating the purpose of the program and describing the referral process. 4. Make a personal contact with viable resources to review referral form and establish formal communication channels. 5. Make follow-up contact with referral sources on a monthly basis.	
At the most appropriate setting, possibly home, school, clinic, etc.	1. Determine the screening instruments to be used 2. Assemble and train the appropriate personnel to do the screening 3. Establish a procedure for processing the referrals 4. Process the referrals to those doing the screening 5. Obtain parental permission for screening and release of information 6. Conduct screening 7. Evaluate the screening results	As soon as possible after receiving the referral. A maximum of thirty (30) working days are recommended.



TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Refer those identified through screening as unserved handicapped persons for further evaluation.	The person responsible for screening will refer the individual to the appropriate diagnostic resource.
	5. Provide for evaluation of referral, identification, and assessment systems.	Chief administrator or designee of the appropriate governmental or lay organizations having responsibilities for providing educational services to handicapped persons
1.1.3. DEVELOP, IMPLEMENT, AND EVALUATE A CONTINUOUS PROCESS FOR LOCATING UNDERSERVED HANDICAPPED CHILDREN, INCLUDING MINORITIES AND LOW-INCIDENCE HANDICAPPED. Task Force Definition of underserved: Any exceptional student who is receiving an educational program, but whose educational	**1. Agencies serving exceptional children will establish criteria for determining who the underserved child is and will define within their criteria a common definition for the served and underserved individual.**	1. Interested persons in cooperation with appropriate agencies, such as federal agencies, which may include Health, Education, and Welfare, Bureau of Education for the Handicapped, and social-rehabilitation services 2. State agencies may include department of education, universities and colleges within the state system, departments of

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WHERE	HOW	WHEN
	8. Report evaluation information to parents and to the program. 9. Determine further evaluation needs. 10. Feedback information to referral source.	
The most appropriate individual, agency, or other resource	1. Ascertain application procedures from the agencies used for further referral a. contact agency or individual b. establish communication c. obtain and maintain supply of applications for referrals. 2. Refer identified persons. 3. Follow-up to insure that action was taken.	Immediately following screening—a maximum of ten (10) working days.
At the setting of the agency or program involved	1. Develop procedures and necessary forms for evaluation of a. incoming referral system b. identification and screening process c. outgoing referral system d. effectiveness of total process. 2. Collect evaluation data. 3. Analyze data by self, peer or third-party evaluation. 4. Revise procedures as necessary. 5. Disseminate results to all participating agencies and individuals.	On a continuous basis, with yearly report.
Within agencies or groups initiating the definition of the served and underserved individuals	1. The initiating agency wil collect data to be utilized for defining served and underserved. Possible ways to procure this data might include: a. holding meetings b. conducting surveys c. establishing committees d. collecting information from other agencies on their definitions of served and underserved	To be specified by initiating agency. A suggested timeline is from 1 to 3 months.

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TACTICAL ARENAS	TACTICAL STEPS	WHO
needs aren't being appropriately met "Appropriate" encompasses the following: 1. how child is taught 2. what is taught 3. client growth 4. conditions under which learning takes place		health services, and state advocacy groups 3. Local agencies may include local and county school districts, private programs, and local advocacy groups 4. The initiating agency will identify a person to select a task force composed from the appropriate agencies listed above.
	2. With technical assistance, develop an agency or school district plan for locating underserved individuals. Submit the plan to an appropriate agency for approval. The plan should reflect the definition of served and underserved, and should include: **a.** procedures for ongoing and summative pupil evaluations **b.** procedures for ongoing program evaluation for exceptional individuals in existing programs.	Persons designated by the initiating agency could include: 1. parents 2. district personnel 3. technical assistance teams 4. university personnel 5. legislators 6. advocacy groups
	3. The initiating agency will implement the approved plan.	Persons designated by the agency might include: 1. teachers 2. administrators 3. support personnel 4. state department personnel 5. third-party teams 6. parents
	4. The evaluation step will be conducted at three levels: **Evaluation and monitoring of the implementation of the plan;** **evaluation to determine if underserved individuals were identified and appropriately served;**	Identified internal or external (third-party) evaluators as designated in the plan. Possible evaluators might include: teachers administrators support personnel state department personnel third-party teams parents

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WHERE	HOW	WHEN
	e) utilizing resource consultants f) visiting other sites and participating in definition writing (i.e., other states and/or agencies) g) researching literature h) reviewing school records i) gathering parent input j) gathering professional input 2. Analyze the data 3. Write the definition 4. Communicate the definition to other agencies.	
Within agencies or at the location of the group initiating the project, e.g., home, school district, training center	The initiating agency will: 1. Review existing plans for locating underserved individuals 2. List pros and cons for each existing plan 3. Develop a plan for locating underserved individuals 4. Submit the plan to be evaluated by an identified appropriate agency	To be specified by the initiating agency. Suggested time line would be 3 to 6 months.
Within agencies or groups initiating the plan	The identified initiating agency will: 1. Identify appropriate personnel and make specific assignments. 2. Follow the implementation strategies as specified in the approved plan	To be specified by initiating agency. It is suggested that a one-year time line be established.
Within agencies or groups initiating the plan	The following evaluative processes might be used: 1. The initiating agency: a) determines if time lines were followed b) determines if assignments were carried out	The evaluation will occur upon: 1. Completion of the developmental phase and submission of information to the appropriate agency 2. Completion of the implementation phase (within suggested time line)

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	evaluation to determine if the program made a difference in individual children.	
	5. Analyze evaluation data and develop appropriate suggestions and revisions.	Identified internal or external (third-party) evaluators as designated in the plan. Possible evaluators might include: teachers administrators support personnel state department personnel third-party teams parents
1.1.4. DEVELOP, IMPLEMENT, AND EVALUATE A CONTINUOUS PROCESS FOR FORMAL DIAGNOSIS OF CHILDREN WHO MAY BE IN NEED OF SPECIAL EDUCATION. Task Force Definition: When the Identification Task Force speaks of "diagnosis," we refer to diagnosis **other** than that needed for educational prescription. We will be dealing only with those diagnostic functions which are necessary to identify handicapped children. The Curriculum Task Force will be dealing with those diagnostic functions necessary to the development of an educational prescription.	**1. Develop diagnostic delivery system strategies for diagnosis of exceptional children who may be handicapped.**	People responsible for the development of such strategies might include state directors of special education, regional educational consultants, or local school administrators. These policy makers might utilize input from local school personnel, members of human service agencies in the community, as well as technical assistance from related fields.
	2. Select a diagnostic approach and method of evaluation for a child who has been located and referred.	Resource people responsible for the selection of an evaluative approach and method might be resource specialists, district or local supervisors, state or regional supervisors

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WHERE	HOW	WHEN
	2. "Plan was implemented in ____% of situations identified by initiating agency." 3. "Plan located ____% of underserved individuals." 4. A sample of children are evaluated to determine if appropriate change was made.	
Within agencies or groups initiating the project	The initiating agency will: 1. Collect data 2. Analyze data 3. Revise plan 4. Submit report.	At the completion of the first year
1. At the location of the agency developing the strategies to be implemented. 2. Such agencies might include: Regional Resource Centers, state agencies, learning resource centers, local educational agencies. 3. Assistance might be obtained from universities, professional organizations, or child development centers.	1. Establish a task force to review available models for a delivery system of diagnostic services. 2. Identify available personnel who might serve on a diagnostic team. 3. Establish the criteria for diagnostic team selection (see Tactical Step 2, HOW 3). 4. Establish procedures to insure that the diagnostic services will be delivered. 5. The end product of the task force should be a functional diagnostic delivery system.	The delivery system should be developed in model or simulated form introducing a diagnostic procedure. Ideally this should be done prior to the school year. It is advisable to have an ongoing evaluation of the diagnostic process with an annual review and possible revision.
The decision for method and approach should be made at the most immediate and appropriate resource level (local, intermediate, or regional).	Selection of approach and method will be made by: 1. Reviewing preliminary data on a referred child 2. Selecting diagnostic resources that match the suspected handicapping condition 3. Selecting the composition of the diagnostic team necessary to implement the diagnosis 4. Matching the child with the most logical and adequate diagnostic resource	The diagnostic approach will be selected as soon as possible after referral date, preferably within two weeks.

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Implement the diagnostic procedure selected for the referred child.	The diagnosis will be managed by members of the diagnostic team, utilizing input from parents, resource teachers, and others who relate directly to the child.

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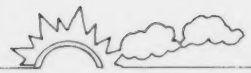

WHERE	HOW	WHEN
Evaluation will be implemented on site: in the home, school, or institution, or at a central location such as a clinic. Staffing of the diagnostic team will be completed at the most local and immediate level.	In order to complete the diagnosis, the diagnostic team will: 1. Obtain parental permission. 2. Arrange a time and place for formal evaluation. 3. Evaluate the child. 4. Present findings of the evaluation (staffing): a. determine the adequacy of the evaluative data b. draw conclusions regarding the nature of the handicapping condition c. provide a written summary. 5. Include as part of the outcome: a. suggestions for additional formal evaluation b. recommendation for educational appraisal c. a program placement decision d. contact of people responsible for implementing staffing recommendations e. a prognosis for the child, contingent upon successful programming and services f. establishment of a time schedule for reevaluation of the child.	The diagnostic procedure will be undertaken as soon as team members can schedule the time, preferably within one week after the proper approach and methods have been selected.

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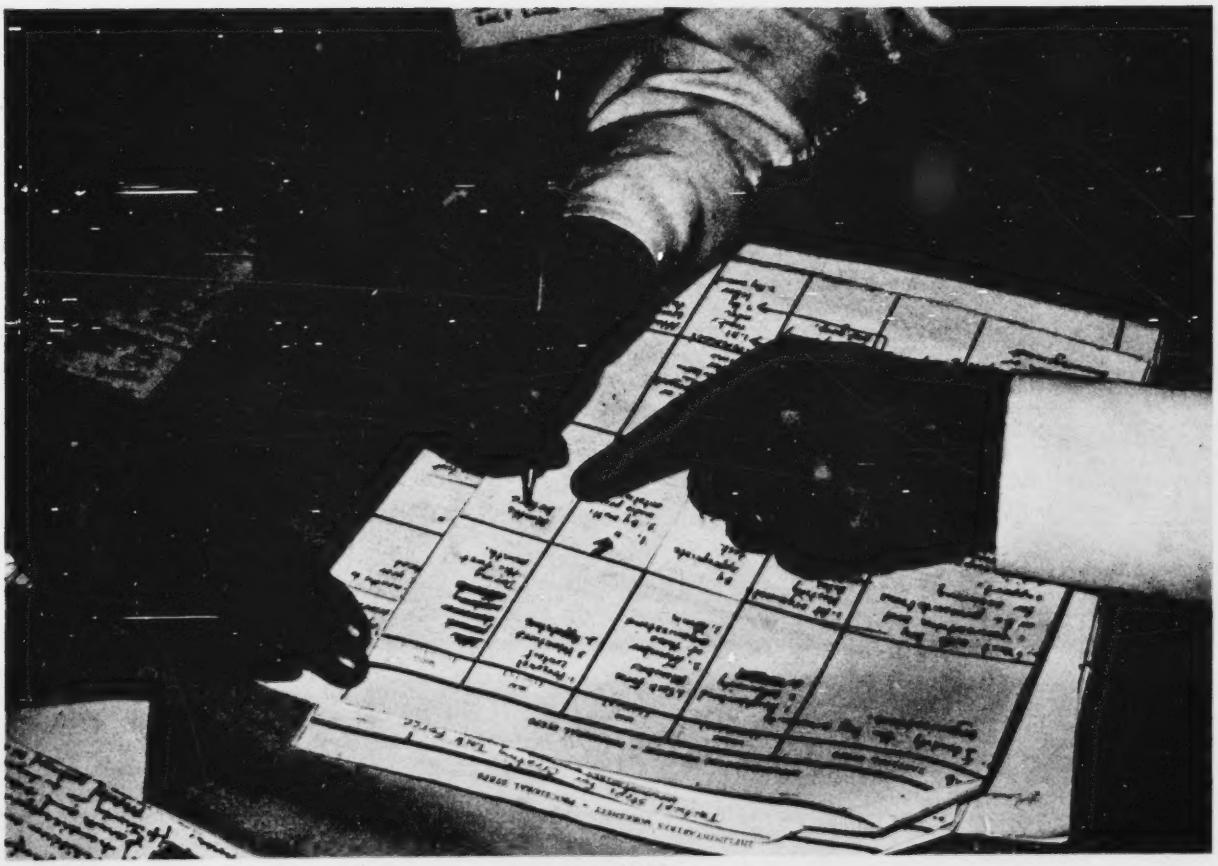

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PROGRAM TASK FORCE: Curricula

Resource Person:
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Mack McCoulskey
Joseph Todd
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John Holliday
Bobbi Cole
Nancy Philabaum

"The curriculum task force had a little larger task than some of the others, at least as we saw it. We had four components that we had to look at — diagnosis, prescription, programming and evaluation. We had to fit these into each goal statement for each case category, so we really had a lot of work to do and it was a very long three days, indeed. I would like to thank Andy Andersen who penned last night what emerged from our efforts and what probably reflects your thoughts, feelings, energies and commitments relative to this event. This is a belief and value statement from the curricula group:

- Although not always clearly reflected in the content of our endeavors to meet the criteria of the iteration process, the task force members were and are concerned about the following underlying assumptions: (1) that matrices develop, treat, and consider the learner as central priority; (2) that statements formulated view the learner as an individual human being immersed in the process of becoming and the constant is change; (3) that placement means the least restrictive, psychological, social and educational environment; (4) that learning is a very private, personal phenomenon primarily restricted to the learner's internal universe; and (5) that the teacher-learner transaction is describable, modifiable and dynamic."

— Robert C. West

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TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: REGULAR CLASS 1.2.1. DEVELOP SPECIAL EDUCATION PROGRAMS WHICH RECOGNIZE SPECIFIC LEARNING NEEDS OF CULTURALLY AND ETHNICALLY DIFFERENT CHILDREN.	1. **Assess the learner's functioning to determine the need of referral for staffing.**	Teacher, support persons familiar with cultural and ethnic differences, or resource persons
	2. **Provide additional assessment as requested in staffing.**	1. Local, district, or state personnel 2. Private personnel as requested 3. Agencies providing services for enthnic group being dealt with
	3. **On the basis of appropriate assessment, the teacher will devise an individually prescribed program for the referred child.**	Teacher, parent, or resource persons
	4. **Determine the most appropriate service delivery system(s).**	Teacher or support staff
	5. **Accept and assume responsibility for serving handicapped children.**	Teacher
	6. **Identify appropriate resource personnel.**	Staffing personnel, support persons on a local, state, or federal level familiar with cultural and ethnic differences
	7. **Communicate with appropriate resource personnel.**	Teacher, parent, or resource persons
	8. **Establish baseline data.**	Teacher or parent

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WHERE	HOW	WHEN
In the classroom situation	By behavior observation, formal/informal assessment, or review of school records	Upon recognition of a problem
In the classroom situation, at the referral agency, or at home	Obtain parental permission to refer the child to an appropriate diagnostic agency and/or agency providing information concerning ethnic group in question, e.g., Bureau of Indian Affairs.	Immediately following the staffing
In the school or at home	1. Establish behavioral objectives that also focus on cultural needs. 2. Gather instructional material (Area Learning Resource Centers, Bureau of Indian Affairs, Los Angeles School System, etc.). 3. Design instructional programs.	Within one week following staffing
In the educational environment	Compare the learner's needs determined by assessment with available service delivery system(s).	At the time of the staffing
In the classroom	1. Individualize the program. 2. Systematically observe the performance of the student. 3. Develop a flexibility for adjusting to any needed change.	On an ongoing basis
In the educational environment	1. Obtain services from a consultant(s). 2. Contact a human resources registry. 3. Visit facilities dealing with similar needs.	Ongoing and regularly scheduled meetings
In the school, home	Through personal contact and staffings	Whenever needed or specified
In the school or home	Record target behavior prior to implementation of the program.	Prior to implementation of the program

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	9. **Implement the developed program.**	Teacher, resource persons, support personnel, or parents
	10. **Conduct a continuous evaluation of the program.**	Teacher, resource person, or parent
	11. **Communicate with resource person to monitor and modify established program.**	Teacher, administrator, resource person, or parent
CURRICULA: REGULAR CLASS 1.2.2. **IDENTIFY AND PROVIDE INSTRUCTIONAL SERVICES TO UNDERSERVED HANDICAPPED CHILDREN.**	1. **Conduct periodic needs assessment of children in ongoing instructional programs.**	Teacher, resource person, principal or administrator, support service person. **a.** speech therapist **b.** school psychologist **c.** social worker **d.** MD **e.** itinerant person **f.** counselor **g.** parent
	2. **Review accumulated records.**	Teacher. resource person, principal or administrator, parent or support service person
	3. **Evaluate the existing prescription.**	Teacher, parent, resource person, or support service person
	4. **Modify instructional and educational programs to meet the needs of the learner.**	Teacher, parent, resource person, or support services person

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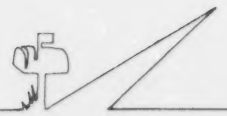

WHERE	HOW	WHEN
In the school or home	By initiating change procedures	Following the collection of baseline data
In the school or home	By systematic observation, for example, informal tests, counting frequency of behavior, daily performance, etc.	On a systematic, sequential and scheduled basis
In the school or home	Through personal contact or staffing	Monitor on a systematic schedule or as the need arises.
In the regular classroom, support services office, resource room, or at home	Evaluation of the child's progress through: **a.** skill sequence charts **b.** academic and behavior progress charts **c.** social adjustment **d.** student interview **e.** observation of child's performance in classroom (anecdotal information) **f.** parent interview and maintenance of communication	On a systematic, sequential and scheduled basis
In the regular classroom, administrative unit (local and/or regional), resource room, or home	1. Review growth patterns included in the cumulative folder. 2. Update the cumulative folder. 3. Adhere to applicable elements of the Buckley Amendments. 4. Discard data and information which is no longer useful.	Prior to the academic year and as the need arises
In the regular classroom, support services office, or resource room	1. Review growth patterns as related to the specific prescription and then cross-check. 2. Check evaluation with second or third party.	On a systematic, sequential, and scheduled basis
In the regular classroom, resource room, or support services office	1. Review available instructional programs. 2. Select appropriate instructional programs. 3. Implement an appropriate instructional program.	Prior to the academic year and as the need arises

TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: REGULAR CLASS 1.2.3. DEVELOP AND IMPLEMENT A SYSTEMATIC PLAN TO UPGRADE EXISTING INSTRUCTIONAL SERVICES IN RURAL AND REMOTE SETTINGS.	1. **Evaluate existing instructional services for handicapped children in the local school and community environment.**	School, district, regional, and state personnel as required; and consultants with expertise in the areas of curricula, programming, special education, etc., as required
	2. **Review instructional service options within the district, state, region, and nation.**	Educational personnel
	3. **Make a decision as to the maintenance of existing instructional programs or adoption of another service delivery system(s).**	1. School personnel 2. Parents 3. Lay advisory groups
	4. **Maintain or modify existing programs or implement new systems.**	School personnel
CURRICULA: REGULAR CLASS 1.2.4. IDENTIFY ALL HANDICAPPED CHILDREN WITHIN A CLASSROOM SETTING THROUGH THE DEVELOPMENT AND USE OF APPROPRIATE PROCEDURES.	1. **The teacher determines the school district or state processes for identifying and assessing needs of handicapped children.**	State education agency staff members, local or intermediate district special education staff member(s), local, district, or regional professional colleagues

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WHERE	HOW	WHEN
	4. Provide modifications as demanded by growth and developmental changes of learner.	
In the school	1. Hire third-party evaluators. 2. Engage state evaluation teams. 3. Conduct student interviews. 4. Review student growth as a result of the existing program.	Quarterly
1. Where feasible within district, state, or nation 2. In school with data provided by other systems	1. Visitation to other programs 2. Inservice conducted by consultants and media specialists 3. Literature review 4. Attendance and participation in conventions 5. Utilization of model demonstrations	Continuously
In the school or community.	By comparison and evaluation of the existing program with those reviewed	When the learner needs are clearly discerned
In the school	1. Continuation of existing program 2. Modification of existing program based on the review of other instructional service systems 3. Implementation of new systems a. consultant or exchange-type program b. inservice training c. pilot program	Following the decision made on a program
At a local school, local district or intermediate unit, county superintendent's office, materials/media (M/M) center at the regional level, neighboring district or school	By reading appropriate state legislation, rules and regulations, and guidelines; local, state, and regional special education job description review; and securing information from multi-media outlet, including educational television and satellite broadcasts	Prior to the end of the first two weeks of school

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Teacher identifies a handicapped learner and makes a referral.	Classroom teacher and available resource persons within the school as needed, such as school psychologist, resource teacher, Public Health nurse, speech and hearing specialist
	3. Appropriate sources are contacted and engaged for further assessment, if necessary.	School psychometrist, diagnostic/prescriptive teacher-consultant, regional/state medical center personnel, in the areas of pediatrics, psychiatry, psychology, and neurology; teaching colleagues in the same building, the same district, or region
	4. Hold a staff meeting to determine the referral's eligibility for special education services.	School staffing personnel, including the class teacher, together with auxiliary personnel as needed (e.g., district, regional or state resources)
CURRICULA: REGULAR CLASS **1.2.5. DEVELOP AND IMPLEMENT A REFERRAL SYSTEM.**	**1. A referral is initiated and forwarded to the appropriate source.**	1. School personnel such as principals, nurses, librarians, or custodians 2. Community persons including parents, medical sources, etc.
	2. The appropriate source validates the referral.	The appropriate source as defined by district or state guidelines

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WHERE	HOW	WHEN
Within the school setting	Depending upon professional ability, informal or formal screening devices, standardized tests, observation of classroom behavior, or parent interview	At the point of awareness and concern, after appropriate tests have been administered and analyzed, and parents have been contacted
1. At the Regional Resource Center or Area Learning Resource Center 2. At mental health centers (state or county) 3. Health services centers (state or county units) 4. Neighboring schools and districts 5. Private health practitioners	Follow prescribed school procedures, e.g., according to principal or staffing request. Make parental contact and request for additional assessment on a private basis.	As soon as arrangements can be defined and scheduled
At the local school, local district or intermediate unit	Request a staffing through the appropriate administrative and support service resources. The teacher responds to a request for attendance at the staffing meeting from the appropriate local, district, regional, or state resources.	Three weeks following original referral staffing
1. In the classroom or other school settings 2. In the home or community.	By verbal communication to the appropriate source, and submission of the appropriate information on a standard referral form	As soon as the problem is identified and formulated
Educational settings, home, or community	By utilizing one or more of the following: 1. Observation 2. Academic work 3. Student interview 4. Cumulative records and test scores 5. Parent interviews 6. Community agencies 7. Systematic analysis	Complete validation should take place within one week after initial referral.

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **A staffing is held to review the referral data.**	Staffing committee, for instance teacher, administrator, resource persons, and support personnel
	4. **A staff meeting is held to determine student's eligibility for special education services based on information obtained from the assessment.**	Staffing committee
	5. **A follow-up evaluation is conducted to determine the effectiveness of the educational placement.**	Staffing committee
CURRICULA: SPECIAL CLASS **1.2.6. DEVELOP AND IMPLEMENT A SYSTEMATIC PLAN TO UPGRADE EXISTING SPECIAL PROGRAMS FOR EXCEPTIONAL CHILDREN IN THE AREA OF DIAGNOSIS.**	1. **The teacher or staff will review diagnostic data in the areas of:** **a. medical** **b. social** **c. learning competencies** **d. adaptive behavior.**	Teacher, psychologist, parent, or support personnel
	2. **The teacher or staff will review classroom operations.**	Teacher, parent, or support personnel

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WHERE	HOW	WHEN
In the school or community setting	1. Analyze collected data. 2. Determine appropriateness. 3. Determine needs for additional assessment, i.e., medical formal/ informal assessment, home visit. 4. Review available programs. 5. Select the appropriate program.	Within two weeks of the validation
In the educational environment	1. Review of available assessment data 2. Selection or development of appropriate program, considering the least restrictive environment 3. Matching to existing established criterion	Upon completion of the required assessment
At the site of the selected placement	1. Evaluate child's progress 2. Offer additional help to teacher	30 days after placement
At the school	1. By using all available expertise in determining the uses for and value of the kinds of data used in diagnosing exceptional children 2. By formally recommending additional diagnosis instruments which appear to be needed 3. By recommending the deletion of procedures that are not helpful	Annually
At the school	1. The teacher will utilize observation checklists of children's behavior, a self-rating checklist, and classroom environment checklists. 2. The teacher will try to objectively determine the interaction patterns and processes that occur in the classroom. 3. A trained observer may be utilized to record interaction patterns between child and teacher, or child and child. 4. A trained observer may chart the behaviors of individual children.	Bi-annually

TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: SPECIAL CLASS 1.2.7. DEVELOP AND IMPLEMENT A SYSTEMATIC PLAN TO UPGRADE EXISTING SPECIAL PROGRAMS FOR EXCEPTIONAL CHILDREN IN THE AREA OF EDUCATIONAL PRESCRIPTION.	1. The teacher or staff will review the previous prescriptions.	Teacher or staff
	2. The teacher or staff will observe other prescriptive processes.	Teacher or staff
	3. A specialist will demonstrate the prescriptive process.	Specialist
	4. The teacher or staff will be trained in prescriptive processes.	Specialist
CURRICULA: SPECIAL CLASS 1.2.8. DEVELOP AND IMPLEMENT A SYSTEMATIC PLAN TO UPGRADE EXISTING SPECIAL PROGRAMS FOR EXCEPTIONAL CHILDREN IN THE AREA OF EDUCATIONAL PROGRAMMING.	1. The teacher or staff will review previous individual programming.	Teacher or staff

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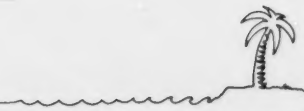

WHERE	HOW	WHEN
	5. If available, video taping equipment might be utilized to record classroom environment on one-to-one interactions. 6. Change and growth will be noted from one evaluation period to the next.	
At the school	1. By reviewing previous prescriptions and noting such information as child change in academic, social or motor skills 2. Completeness in detailing the prescriptions and expected outcomes 3. Continuity or rationality of sequence of previous prescriptions, etc.	Early in the school year
At the school	1. By visiting and observing exemplary programs in the district or region 2. By attendance at workshops on prescriptions 3. By observing other teachers' methods in implementing prescriptions	Early in the school year
At the school	The teacher will request a demonstration by a district, regional or state specialist in implementing prescriptions, preferably in the teacher's classroom and involving a particular child and particular prescription.	Early in the school year
At the school	By workshops, demonstrations, and individual meetings	Early in the school year
At the school	By reviewing the integrity of the overall programming for each child, noting long-term, short-term and immediate goals, with emphasis on the adequacy (or inadequacy) of long-term programming considerations	Early in the school year

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. The teacher will observe or review other programming processes.	Teacher or staff
	3. Specialist will demonstrate programming process.	Specialist
	4. The teacher or staff will be trained in the programming process.	Specialist
CURRICULA: SPECIAL CLASS 1.2.9. DEVELOP AND IMPLEMENT A SYSTEMATIC PLAN TO UPGRADE EXISTING SPECIAL PROGRAMS FOR EXCEPTIONAL CHILDREN IN THE AREA OF EDUCATIONAL EVALUATION.	1. The teacher or staff will review previous evaluation plans.	Teacher or staff
	2. The teacher will observe and research other evaluation processes.	Teacher or staff
	3. A specialist will demonstrate the evaluation processes.	Specialist
	4. The teacher or staff will be trained in evaluation processes.	Specialist

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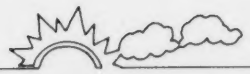

WHERE	HOW	WHEN
At the school	1. By visits to exemplary programs, dialogue with other teachers of special classes 2. By reviewing available information and by requesting through the state Area Learning Resource Center additional information on programming	Early in the school year
At the school	By arranging for a demonstration(s) by a specialist in programming	Early in the school year
At the school	Through workshops, demonstrations, or individual meetings arranged through the district, regional or state offices	Early in the school year
At the school	By reviewing past evaluation methods and outcomes, noting if previous evaluation system provided ongoing information to permit changes in programming as needed	Early in the school year
At the school	1. By observing evaluation processes in exemplary programs, by determining the school, district or state requirements for evaluation 2. By researching evaluation designs which will fill day-by-day needs for prescription or program correction and still provide an overall evaluation of effectiveness	Early in the school year
At the school	A demonstration covering evaluation procedures may be requested by the teacher, the team or the total faculty.	Early in the school year
At the school	Training in evaluation may be through individual dialogue, demonstrations or workshops. A series of workshops may be set up for all district special class teachers covering diagnosis, prescription, programming and evaluation (1.2.6 through 1.2.9).	Early in the school year

TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: SPECIAL CLASS 1.2.10. PROVIDE AND IMPLEMENT DIAGNOSIS FOR ALL HANDICAPPED INDIVIDUALS WITH SPECIAL NEEDS.	1. The school system will conduct diagnostic needs assessments.	Teacher or district supervisor
	2. The teacher or staff will review existing diagnostic procedures at other locations.	Teacher or staff
	3. Teacher or staff will select elements from existing diagnostic procedures.	Teacher or staff
	4. The teacher or staff will adapt selected diagnostic procedures to meet special needs.	Teacher or staff
CURRICULA: SPECIAL CLASS 1.2.11. PROVIDE AND IMPLEMENT EDUCATIONAL PRESCRIPTIONS FOR ALL HANDICAPPED INDIVIDUALS WITH SPECIAL NEEDS.	1. The school system will conduct a prescriptive needs assessment.	Teacher or district supervisor
	2. Teacher or staff will review existing prescriptive procedures at other locations.	Teacher or staff
	3. The teacher or staff will select elements from existing prescriptive procedures.	Teacher or staff
	4. The teacher or staff will adapt selected prescriptive procedures to meet special needs.	Teacher or staff
CURRICULA: SPECIAL CLASS 1.2.12. PROVIDE AND IMPLEMENT EDUCATIONAL PROGRAMS FOR ALL HANDICAPPED INDIVIDUALS WITH SPECIAL NEEDS.	1. The school system will conduct a programming needs assessment.	Teacher, district supervisor or media specialist

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WHERE	HOW	WHEN
In the school system	Teachers, through a workshop, will learn informal diagnostic techniques based on daily classroom routine.	Prior to the opening of school
On the site of appropriate programs	By visits to exemplary programs	Prior to the opening of school, if schedule permits; otherwise, soon after school begins
At the school	In a staff meeting	Prior to the opening of school
In the school	Initial procedures will be determined in meetings, but procedures will be flexible to allow for teacher strengths and pupil needs.	Prior to the opening of school
Within the school system	Through a teacher survey, examination of student achievement information, dialogue with district, regional or state experts	Prior to the opening of school
At appropriate location	By visits to exemplary programs	Prior to the opening of school, if possible; otherwise, shortly after school begins
In the school	In a staff meeting, workshop, or small group meeting	Prior to the opening of school
In the school	In a staff or group meeting	Prior to the opening of school
In the school system	Through a teacher survey, achievement data of students, and through dialogue with programming experts	Prior to the opening of school

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. The teacher or staff will review existing programs and procedures at other locations.	Teacher, staff or media specialist
	3. The teacher or staff will select elements from existing programming procedures.	Teacher, staff or media specialist
	4. The teacher or staff will adapt selected programs procedures to meet special needs.	Teacher, staff or media specialist
CURRICULA: SPECIAL CLASS 1.2.13. PROVIDE AND IMPLEMENT EDUCATIONAL EVALUATIONS FOR ALL HANDICAPPED INDIVIDUALS WITH SPECIAL NEEDS.	1. The school system will conduct evaluation needs assessments.	Teacher, principal or district supervisor
	2. The teacher or staff will research and review existing evaluation procedures at other locations.	Teacher or staff
	3. The teacher or staff will select elements from existing evaluation procedures.	Teacher or staff
	4. The teacher or staff will adapt selected evaluation procedures to meet special needs.	Teacher or staff
CURRICULA: SPECIAL CLASS 1.2.14. DEVELOP, SELECT, AND MODIFY CURRICULUM MATERIALS WHICH RESPOND TO THE SOCIOCULTURAL LEARNING NEEDS OF A GIVEN RURAL AREA.	1. Child diagnoses will be based on the use of criterion-referenced material.	Teachers, curriculum specialists, psycho-educational diagnosticians, or resource teachers

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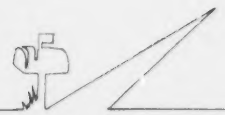

WHERE	HOW	WHEN
At appropriate locations	1. By on-site visits to exemplary centers 2. By literature searches on programming to meet needs	Prior to the opening of school
At the school	By consensus, with input from administrators, and general overall planning for programming for long-range goals for life preparation of exceptional students	Prior to the opening of school
In the school	In a staff meeting, utilizing all available expertise	Prior to the opening of school
Within the school system	1. By surveys 2. By third-party evaluations 3. By comparing evaluation data (both individual and program) available in other districts	Prior to the opening of school
In the school or on-site at exemplary projects	Through research reports, demonstrations or workshops, the teachers will gain information on the many aspects of evaluation.	Prior to the opening of school
In the school	In staff or group meetings, recognizing the accountability procedures required by the system, and selecting other elements that will provide needed feedback for ongoing program improvement	Prior to the opening of school
In the school	The special class teachers will adapt evaluation procedures to meet special needs without sacrificing accountability needs.	Prior to the opening of school
In the classroom	Through task analysis, teacher-made tests, or commercial tests	At the beginning of the school year, then as needed

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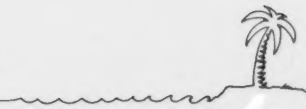

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. **Children's diagnosis will be based on the use of commercially produced instruments.**	Teachers, curriculum specialists, psycho-educational diagnosticians, resource teachers
	3. **Children's diagnoses will reflect local criteria or norms.**	Teachers, psycho-educational diagnosticians, special education supervisors
	4. **Assess needs based on diagnosis relative to specific culturally related learning needs e.g., language, perceptual, development, motor, arithmetic.**	Teacher, psychologist, support personnel
	5. **Develop, adapt, and purchase prescriptive materials unique to the cultural needs of the area.**	Teacher, psychologist, support personnel, media specialist
	6. **Tie prescriptive materials to diagnostic profiles of learning needs.**	Teacher, psychologist, support personnel, media specialist
	7. **Utilize community resources in the prescriptive process.**	Teacher, psychologist, support personnel, parent, or cultural leader
	8. **The staff will review program materials.**	Teacher or staff
	9. **The staff will order materials from the media center for examination or pilot testing.**	Teacher or staff
	10. **Members of the community will check the program materials for sociocultural relevancy.**	Community cultural leaders
	11. **Members of the staff will acquire selected materials.**	Teacher or staff
	12. **The teacher or staff will review performance data in relation to predetermined outcomes.**	Teacher, staff, or support personnel

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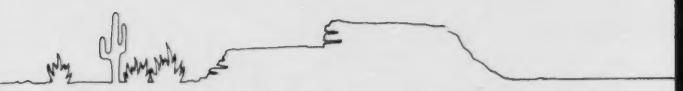
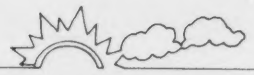


WHERE	HOW	WHEN
In the classroom	With commercial tests	Annually at the end of the term
In the classroom	By observation, using charts which document behaviors	Continuously for program modification and feedback
In the school	With a prescriptive process checklist	At the beginning of school year and then on an ongoing basis
In the school	By visiting a center or looking through catalogues	After diagnosis but prior to the school year
In the school	Through a review of presciptive and child needs	At the beginning of the school year and then on an ongoing basis
In the school, community, or home	By invitation of a community cultural leader	Prior to and throughout the school year
In schools, convention centers, media centers, or universities	With demonstrations and on-site visits	Early in the school year and on an ongoing basis thereafter
In the school	By placing orders with the nearest media center, checking with the state Area Learning Resource Center if items are not available locally or in the district	Early in the school year and ongoing
In the school	Through invitations to an open house	As soon as materials are available
In the school	By gaining staff consensus on program materials and ordering	As soon as materials are available
At the school	Using an observation checklist, reviewing achievement of specified outcomes	Monthly through the year



TACTICAL ARENAS	TACTICAL STEPS	WHO
	13. The teacher or staff will observe students' performance in relation to predetermined outcomes.	Teacher, staff, or support personnel
	14. The student will compare his own performance in relation to predetermined outcomes.	Student
	15. Teacher or staff will consider local norms relative to expected outcome.	Teacher, staff, or support personnel
CURRICULUM: SPECIAL CLASS 1.2.15. DIAGNOSE ALL REFERRED INDIVIDUALS FROM EARLY CHILDHOOD TO THE UPPER LEGAL LIMITS THROUGH THE DEVELOPMENT AND USE OF APPROPRIATE PROCEDURES AND PROGRAMMING.	**1. Obtain a diagnostic test battery.**	Teacher, school or district supervisor, or psychologist
	2. Train the staff to administer the diagnostic test battery.	Psychologist, district supervisor, or university personnel
	3. Perform a diagnostic evaluation on each individual.	Teacher, psychologist or university personnel
	4. Arrive at diagnostic conclusions.	Teacher, psychologist, or university personnel
CURRICULA: SPECIAL CLASS 1.2.16. PROVIDE EDUCATIONAL PRESCRIPTIONS FOR ALL REFERRED INDIVIDUALS FROM EARLY CHILDHOOD TO THE UPPER LEGAL LIMITS THROUGH THE DEVELOPMENT AND USE OF APPROPRIATE PROCEDURES AND PROGRAMMING.	**1. Each child will go through a diagnostic prescription process.**	Teacher
	2. An itinerant diagnostic team will assist in the prescriptive process.	Itinerant person(s)

WHERE	HOW	WHEN
At the school	By observation	Monthly through the year
At the school	With personal evaluation model; student will check, or teacher will record student's self-evaluation	Monthly through the year
At the school	By determining local norms and measuring progress toward achieving norms	Monthly through the year
In the school	Formal or informal tests and teacher-made tests	Prior to the beginning of the school year
In the school	By use of workshops, individual instruction, observation of method, or test manuals	Prior to the beginning of the school year
In the school	Through procedural test steps	At the beginning of the school year and ongoing thereafter
In the school	Through staffing and examination of test data	After the assessment has been completed
In the classroom	Task analysis, behavioral objectives, criterion-referenced testing, pre-post norms for program, discussions, or progress chart	To be ongoing as the program is implemented
In the classroom	By task analysis, behavioral objectives, criterion-referenced testing, pre-post norms for program discussions, or progress chart	At periodic intervals as scheduled by contract

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **An outside agency will assist with the prescriptive process.**	Contracted agency, e.g., resource center, university, state department, or private agency
	4. **The staff will be trained in presciptive methodology.**	Contracted agent, curriculum specialists, university personnel, teachers, or administrators
CURRICULA: SPECIAL CLASS **1.2.17. EDUCATIONALLY PROGRAM ALL REFERRED INDIVIDUALS FROM EARLY CHILDHOOD TO THE UPPER LEGAL LIMITS THROUGH THE DEVELOPMENT AND USE OF APPROPRIATE PROCEDURES AND PROGRAMMING.**	1. **Commercially produced programmed material in areas such as reading, mathematics, etc., will be obtained.**	Teacher or support personnel
	2. **The teacher will develop her own programs.**	Teacher or support personnel
	3. **An outside agency will provide program methodology.**	Contracted agency, for example, resource center, university, state department, or private agency
	4. **The staff will be trained in programmed material methodology.**	Contracted agent, curriculum specialist, higher educators, or teachers
CURRICULA: SPECIAL CLASS **1.2.18. EVALUATE ALL REFERRED INDIVIDUALS FROM EARLY CHILDHOOD TO THE UPPER LEGAL LIMITS THROUGH THE DEVELOPMENT AND USE OF APPROPRIATE PROCEDURES AND PROGRAMMING.**	1. **Exceptional students will be evaluated by criterion-referenced instruments.**	Teacher or support personnel
	2. **Exceptional students will be evaluated by commercial instruments.**	Teacher or support personnel
	3. **Exceptional students will be evaluated according to local criteria or norms.**	Teacher or support personnel

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WHERE	HOW	WHEN
At the school location, at home, or at a clinic	With individual instruments, social workups, medical evaluations or school data	To be specified by contract delivery schedule
In a school, college, community, or neighborhood school	Through demonstrations, literature searches, lectures, videotapes, materials, internship, or media center	Yearly
In the classroom	Ordering commercially produced program materials based on individual student's need and teacher's ability to properly use material or commitment to learn to use it	On an ongoing basis
In the classroom	Teacher-developed programs will be based on needs of handicapped individuals	On an ongoing basis.
In a clinic, mobil unit, or school	By observing students, hearing teacher needs, and reviewing program methodologies relevant to needs of students and capabilities of teacher	Administratively programmed as determined by the teacher
In school, college, community, or neighboring school	By demonstration, literature searches, lectures, audio-visual media, materials, internship, or media center	Yearly
In the classroom	Using criterion-referenced tests, progress charts, or behavioral charts	On an ongoing basis
In the classroom	Using norm-referenced and group or individual instruments	On an ongoing basis
In the classroom	Using norm-referenced and group or individual instruments	On an ongoing basis

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Exceptional students will be evaluated by observation of their behavior.	Teacher, clinician, support personnel, social worker, parents, or medical person
CURRICULA: HOMEBOUND 1.2.19. DEVELOP AND IMPLEMENT A SYSTEMATIC MECHANISM FOR DELIVERING EDUCATIONAL DIAGNOSTIC SERVICES TO HOMEBOUND HANDICAPPED CHILDREN.	**1. Inventory existing educational diagnostic tools.**	1. The person with primary responsibility for knowledge of existing services 2. Supporting diagnostic personnel in the immediate service area
	2. Identify diagnostic tools applicable to the homebound population.	1. The person with primary responsibility for knowledge of existing services 2. Supporting diagnostic personnel in the immediate service area
	3. Identify diagnostic needs of the homebound population.	The person with the primary responsibility for knowledge of existing services; the supporting diagnostic personnel in the immediate service area, the identification team and other referral sources when available
	4. Identify any existing support diagnostic services regularly available to the homebound instructor to meet the needs not satisfied by Tactical Step 2.	The person with primary responsibility for the homebound program and local support staff

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WHERE	HOW	WHEN
In the child's environment; e.g., school, home or neighborhood	Using behavioral observation charts or checklists	On an ongoing basis
In the immediate service area	Utilize the following sources: 1. ERIC system 2. Bibliographies of diagnostic tools 3. Council for Exceptional Children 4. Local university 5. Area Learning Resource Center 6. Mailing lists 7. Catalogues 8. Staff personnel resource list.	Prior to performance of the diagnostic service and then periodically to review
In the immediate service area.	The instrument should: include a range of handicaps include a range of ages use a range of areas be reliable and valid be easy to administer not require extensive training have a short administration time be portable be adaptable to cultural and ethnic differences	Prior to initiation of diagnostic services to homebound children
In the immediate service area or the regional area	Review the initial identification referral data in regard to mental age, chronological age, handicap, home environment, and primary language.	Prior to establishing the homebound service and prior to diagnosis of any student referred
In the immediate service area or regional area	1. Assess the capabilities of immediate support staff. 2. Review other services in the area: United Cerebral Palsy local schools social services United Good Neighbor Developmental Disability Council intermediate districts.	Once, prior to establishing the homebound program and then as new services become available in area

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Prioritize the acquisition of tools and services identified as needed but not immediately available through the homebound instructor, support personnel and other servicing agencies.	The person with primary responsibility for the homebound program with expertise of diagnostic support personnel if available
	6. Complete diagnostic assessment by utilizing existing diagnostic tools, if possible.	The home contact person
	7. If existing tools are not adequate, utilize other diagnostic resources and tools to assess needs.	Diagnostic support personnel from the immediate service area (speech pathologist, physical therapist, occupational therapist, psychologist, reading specialist learning disabilities teacher).
	8. If supplementary tools are not adequate, contact ancillary services (clinics, disability specialists from universities, etc.).	The home contact person and diagnostic support personnel
CURRICULA: HOMEBOUND **1.2.20. DEVELOP AND IMPLEMENT A SYSTEMATIC MECHANISM FOR EDUCATIONAL PRESCRIPTION SERVICES TO HOMEBOUND HANDICAPPED CHILDREN.**	**1. Develop a profile of the child's educational needs.**	The home contact person, involved diagnostic personnel (see 1.2.19, Tactical Step 6), parent, or child (when appropriate)
	2. Prioritize needs in terms of long-term goals.	The home contact person, using input from parents, diagnostic personnel, or child
	3: Break down high priority, long-range goals into short-term steps manageable within the contact interval.	The home contact person, using input from parents, diagnostic personnel, child
	4. Put Tactic 3 into a form which is usable to the parent and program implementer, where visits are regular and frequent.	Home contact persons and parents

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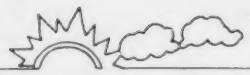

WHERE	HOW	WHEN
At the local and regional level	Compare existing diagnostic tools and services (Tactical Steps 2 and 4) to what is needed (Tactical Step 3) to determine any unmet needs. Prioritize needs by criteria, such as cost, frequency of use, plus those in Tactical Step 2.	Prior to the program and yearly thereafter
In the home	Administer those assessment tools identified for the child (see Tactical Step 3).	The first home contact should occur preferrably within 30 days of the referral to homebound placement.
In the home, the school, or the assessment center	Administer scales providing additional assessment data selected by diagnostic personnel.	After the initial assessment by the contact person, and as needed thereafter (see Tactical Arena 1.2.22)
In the home, regional facility, or diagnostic facility (state institution, etc.)	Review the available data; determine additional diagnostic needs; then determine the proper agency to refer to (see Tactical Step 4).	If needed, within 30 days of Tactical Step 7 or as needed (see Tactical Arena 1.2.22).
In the home or where the assessment is completed (see 1.2.19, Tactical Step 6)	Display strengths and weaknesses as determined through diagnosis (using score measures and summary data from diagnostic tools)	Following 1.2.19, not more than one week after Step 6, two weeks after Step 7, or four weeks after Step 8.
In the home or where the assessment is completed	Prioritize needs according to developmental sequence, immediacy for parent and student, student readiness for skill, etc.	Immediately following Step 1
In the home or where the assessment is completed	Task analyze long-range goals into steps which are small enough that parent and student can achieve them within approximately one week.	Immediately following or concurrently with Step 2 and ongoing thereafter
In the home or where the assessment is completed	Hold a conference with the parent(s). The parent accounts for observed rate of the child's performance change. A personal conference is held weekly or every other week, phone contact is made weekly.	During the regular contact (weekly)

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Put Tactic 3 into a form which is useable by the parent and the program implementer, where visits are irregular and infrequent.	Home contact person or parents
CURRICULA: HOMEBOUND 1.2.21 DEVELOP AND IMPLEMENT A SYSTEMATIC MECHANISM FOR EDUCATIONAL PROGRAMMING SERVICES TO HOMEBOUND HANDICAPPED CHILDREN.	1. Survey existing materials and resources applicable to use in homebound programs.	The supervisor of the home contact person, the home contact person, or other staff
	2. Select or develop those materials which are most appropriate to a specific prescription.	The supervisor of the home contact person, the home contact person, or other staff
	3. Provide training in the use of prescription and materials to the program implementer.	The supervisor of the home contact person, the home contact person, local resource personnel, or consultants from other established programs nationwide
	4. Provide appropriate program(s) for each student in the homebound program.	The home contact person
	5. Provide for feedback and program updating when contact is regular.	The home contact person, parent, or student (when applicable)

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WHERE	HOW	WHEN
In the home or where the assessment is completed	Hold a conference with the parent(s). Parent accounts for observed rate of the child's performance change. A personal conference is held weekly or every other week, and phone contact is made when possible. Mail is used as needed.	When possible, as needed
In the local or regional service area	Using the ERIC system, bibliographies of diagnostic tools, the Council for Exceptional Children, local universities, local Area Learning Resource Centers, mailing lists, catalogues, staff personal resource lists (except with educational program materials), other sources such as Yeshiva University and the National Center for Educational Media and Materials for the Handicapped	Prior to the estimated homebound program services and on an ongoing basis
In the local or the regional service area	Develop and apply criteria, i.e., cost, durability, frequency of use, broad range of academic and social skills, language/communication development, etc.	Prior to the estimated homebound program services and on an ongoing basis.
In the local or the regional service area.	Use a structured workshop situation with lectures, written materials, and opportunities for actual practice. Workshops could include training home contact persons to train parents, to implement curricula, do task analysis, write behavioral objectives, etc.	From the initial week to two-weeks prior to program, and ongoing
In the local or the regional service area	Instruct the parent or implementer in the home on how to carry out the program, use reinforcement procedures, child management procedures, and how to evaluate child performance.	One week following prescription and ongoing at contact intervals
In the home	**a.** Evaluation of parent performance and student's behavior change, **b.** telephone calls to assist with crisis situation or provide additional information, **c.** change the program, leave the new program, or get more information on the present program	**a.** At contact interval, one to two weeks (home visit), **b.** between contact period, **c.** either a or b

TACTICAL ARENAS	TACTICAL STEPS	WHO
	6. Provide feedback and program updating when the contact is on a long-term basis.	The home contact person, parent, or student (when applicable)
CURRICULA: HOMEBOUND 1.2.22. DEVELOP AND IMPLEMENT A SYSTEMATIC MECHANISM FOR EVALUATION OF SERVICES TO HOMEBOUND HANDICAPPED CHILDREN.	1. Evaluate the acquisition of skills of homebound children in terms of whether the goals are reached.	The home contact person, parent, or student (if applicable)
	2. If goals are not reached, institute a trouble-shooting process, looking at program implementation to determine whether it is being followed.	The home contact person, or the supervisor of the home contact person
	3. If goals are not reached but program implementation is being followed, look at the program content, materials, sequences, and procedures.	The home contact person, parent, student, or possibly resource people at the local level
	4. If the goals are not reached, determine whether the prescription and the goals were appropriate.	The home contact person, parent, student, or possibly resource people at the local level
	5. If the goals are not reached, determine whether the diagnosis was appropriate.	The home contact person and others involved in the program
	6. If the goals are reached, reevaluate the appropriateness of a homebound program for the child and explore other possibilities (schools, residential facilities, etc.).	The home contact person and others involved

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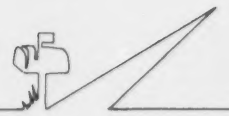

WHERE	HOW	WHEN
In the home	All of above (Step 5) plus **d.** mail new programs as others are completed, **e.** give the parent better instruction, and **f.** reinforce parental efforts	All of above (a) through (c) (Step 5), plus **d.** at contact interval (home visit as needed), **e.** phone, weekly, **f.** mail, monthly
In the home	Use baseline and post-baseline measures of skill acquisition: that is, was it achieved within time period determined? Parent and/or student may evaluate the program.	At contact interval, personal visit, mail contact, phone contact
In the home or at the local service level	Check out program components by making a home visit to determine if teaching procedure is being followed, if reinforcement is appropriate, and whether teaching intervals are appropriate.	As the need arises and on a yearly basis
In the home or at a local service level	Evaluate the following: Is the content at an appropriate level for the student; are the materials appropriate; are they interesting to the student; are better ones available; is the sequence correct; is a smaller step needed or a different step; is the language used at the student's level?	As the need arises and on a yearly basis
In the home or the local service level	Reevaluate the long- and short-term goals in terms of additional information on the child's rate of behavior change.	As the need arises and on a yearly basis
At the local or regional level	Reevaluate the test performance of the child and possibly relate it to the appropriateness of the diagnosis.	As the need arises
In the local and regional service area	Reevaluate program possibilities in regard to the new or revised diagnosis. The child's progress toward goals may qualify him for a new program placement, especially in regard to preschool and temporarily homebound students.	As the need arises, or on a yearly basis

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TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: RESIDENTIAL 1.2.23. PROVIDE EARLY EDUCATIONAL DIAGNOSIS FOR ALL CHILDREN WITH SPECIAL NEEDS.	1. **Administer developmental screening tests.**	Psychologist, resident pediatrician, social worker, or other qualified person
	2. **Make specific (developmental) assessments.**	Specified residential staff
CURRICULA: RESIDENTIAL 1.2.24. PROVIDE EARLY EDUCATIONAL PRESCRIPTIONS FOR ALL CHILDREN WITH SPECIAL NEEDS.	1. **Prepare a profile of strengths and weaknesses of the child.**	Special education director, teacher, psychologist, or other designated personnel
	2. **Identify the skills necessary for developmental growth.**	Special education director, teacher, psychologist, or other designated personnel
	3. **Identify and recommend tasks or procedures to strengthen the child's weaknesses by capitalizing on strengths.**	Special education director, teacher, psychologist, or other designated personnel
	4. **Develop a plan for implementation including objectives, curricular materials, and data collection procedures.**	Teaching or training staff, or other designated personnel
CURRICULA: RESIDENTIAL 1.2.25. PROVIDE EARLY EDUCATIONAL PROGRAMMING FOR ALL CHILDREN WITH SPECIAL NEEDS.	1. **The selected prescription will be communicated to the persons involved in the training of the child.**	All involved staff (professionals and paraprofessionals)
	2. **Implement the plan developed for the child.**	All involved staff (professionals and paraprofessionals)
	3. **Set up the mechanism(s) for collecting data.**	All involved staff (professionals and paraprofessionals)

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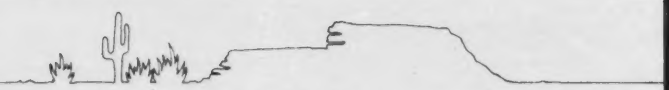

WHERE	HOW	WHEN
At clinic, home, hospital, or residential facility	Using formal developmental tests	Prior to final placement into the residential center or program
At the residential facility	Using informal and/or formal assessment scales	Prior to placement into the residential classes or programs
At the residential setting	Through summaries of test results and other information obtained	Before placement into classes
At the residential setting	Through analysis of the profiles, test results, and additional information compared to developmental skill sequences	Before placement into classes
At the residential setting	Based on the information obtained, select next-step skills to be learned from developmental skills sequence.	After the placement has been made
At the residential facility, educational facility, or other specified facility necessary for specialized treatment, e.g., therapy facilities, medical laboratories	Devise a long-range plan. Determine step-by-step procedures (unit or lesson plans). Flow chart and PERT the plan.	After the placement has been made
At the residential setting	Draw on the training component of the institution. Meet with involved staff or representatives. Distribute printed instructions, etc. Document the individual educational plan.	Prior to implementation
At the residential setting or facility designated for specialized training (pool, etc.)	Assign the responsibility for training to the appropriate staff. Outline the use of materials or equipment needed.	Following staffing, at the time, place, etc., decided upon
At the residential setting or facility designated for specialized training (pool, etc.)	Use the data collection instrument designated during the diagnostic phase to get change data on each programmed person.	During the course of the program

TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: RESIDENTIAL 1.2.26. PROVIDE EARLY EDUCATIONAL EVALUATIONS FOR ALL CHILDREN WITH SPECIAL NEEDS.	1. **Compile all data and reports relating to the program objectives.**	Assigned staff
	2. **Compare the results with the objectives stated in the program.**	Program coordinator, designer(s) of the prescription, special education director, teaching/ training team(s) representatives
	3. **Utilize the comparisons to make decisions regarding additional programming.**	Program coordinator, designer(s) of the prescription, special education director, teaching/ training team(s) representatives, or other designee(s)
	4. **Re-enter (recycle) at the prescription stage and modify as necessary.**	Program coordinator, designer(s) of the prescription, special education director, teaching/ training team(s) representatives, or other designee(s)
CURRICULA: RESIDENTIAL 1.2.27. IDENTIFY AND PROVIDE INDIVIDUALIZED DIAGNOSTIC SERVICES TO ALL HANDICAPPED CITIZENS WHO ARE PRESENTLY UNSERVED OR UNDEPSERVED, TAKING CULTURAL AND ETHNIC DIFFERENCES INTO ACCOUNT.	1. **Determine through observation of other procedures appropriate assessment tools which would assess motor, self-help, communication, social and cognition skills, attention to stimuli, compliance, and recreation.**	Supervisor of special education or psychologist
	2. **Administer selected tests.**	Supervisor of special education, psychologist, diagnosticians, or appointed and trained designees
	3. **Summarize the results of the tests.**	Supervisor of special education, psychologist, diagnosticians, or appointed and trained designees

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WHERE	HOW	WHEN
At the residential setting	Provide summaries of all data collected according to standardized evaluation format and procedures.	Ongoing
At the residential setting	Compare the data collected with the objectives of the program and show discrepancies.	Ongoing
At the residential setting	By analyzing: 1. Information 2. Data 3. Comparison statements 4. Recommendations which have been requested or submitted	Ongoing
At the residential setting	Utilize the collected data as it applies to the flow of events in program development.	Upon completion of each task or at predetermined intervals, but at least every three months
At the residential setting	1. Contact other facilities for in-use processes. 2. Search the literature to select options to try. 3. Search for sample sets of materials and processes. 4. Try out and select the best tools.	At the point of development of new procedures
At the residential setting	By screening, or by specific assessment of developmental needs using pre-determined categories standardized across the facility	On development of new procedures
At the residential setting	Tabulate the test results and group according to the type of information needed.	Continuous or at least every 90 days or as determined by facility policy

TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: RESIDENTIAL 1.2.28. IDENTIFY AND PROVIDE INDIVIDUALIZED PROGRAMMING SERVICES TO ALL HANDICAPPED CITIZENS WHO ARE PRESENTLY UNSERVED OR UNDERSERVED, TAKING CULTURAL AND ETHNIC DIFFERENCES INTO ACCOUNT.	1. **Communicate prescription information to persons involved in the training of the child.**	The coordinator of resident growth and development, responsible for a given set of residents and a given living area
	2. **Implement a prescriptive program for each resident for whom a prescription has been developed.**	Assign specific responsibility to pre-trained direct-care staff whenever possible, or professionals when others cannot do it.
	3. **Set up a mechanism for collecting data for each child.**	Direct-care and professional staff collect the behavioral data; supervisory staff collect and summarize the data.
CURRICULA: RESIDENTIAL 1.2.29. IDENTIFY AND PROVIDE INDIVIDUALIZED PRESCRIPTIVE SERVICES TO ALL HANDICAPPED CITIZENS WHO ARE PRESENTLY UNSERVED OR UNDERSERVED, TAKING CULTURAL AND ETHNIC DIFFERENCES INTO ACCOUNT.	1. **Document a profile of strengths and weaknesses.**	A professional person with appropriate skills where necessary; direct-care staff may be used as they become trained
	2. **Identify the skills necessary for sequential developmental growth.**	A professional person with appropriate skills where necessary; direct-care staff may be used as they become trained
	3. **Identify and recommend tasks or procedures to strengthen the child's weaknesses by capitalizing on strengths.**	A professional person with appropriate skills where necessary; direct-care staff if trained
	4. **Develop a plan of implementation including objectives, curricular materials, and data collection procedures.**	A professional person with appropriate skills where necessary; direct-care staff if trained

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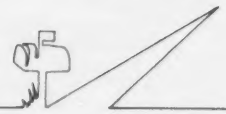
WHERE	HOW	WHEN
At the facility or at another agency or organization providing training	On standardized forms in use for such purposes throughout the facility stating who, what, how, how often, how well the subject is learned, reinforcements used, etc.	After each assessment and staffing assignment for resident training
At the facility or at another agency or organization providing training	Schedule and carry out training session periods for each resident and document responsibility and accountability assignments given to staff on standardized forms.	After each assessment and staffing assignment for resident training
At the facility or at another agency or organization providing training	As behaviors are shaped and maintained, data is recorded on standardized forms to be collected for tabulation at periodic intervals.	At periodic intervals independent of resident achievement of objectives for education or training
At the facility	Through a developmental curricular model inclusive of categories of resident growth and development determined by "task analysis"	At least every 90 days for each resident
At the facility	Through a developmental curricular model inclusive of categories of resident growth and development determined by "task analysis"	At least every 90 days for each resident
At the facility	Using a developmental curricular model inclusive of categories of resident growth and development determined by "task analysis"	At least every 90 days for each resident
At the facility	According to the existing hierarchy of both professional and direct-care staff outlining implementation accountability for hands-on training, data recording and coordination	Concurrently with Steps 2 and 3 and reflecting changes recommended as training proceeds



TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: RESIDENTIAL 1.2.30. IDENTIFY AND PROVIDE INDIVIDUALIZED EVALUATION SERVICES TO ALL HANDICAPPED CITIZENS WHO ARE PRESENTLY UNSERVED OR UNDERSERVED TAKING CULTURAL AND ETHNIC DIFFERENCES INTO ACCOUNT.	1. Compile data and reports relating to program objectives.	Program director or designee
	2. Compare the results with the objectives stated in the program.	Program director or designee
	3. Utilize comparisons to make decisions regarding additional programming.	Program director or designee
	4. Recycle back to the prescription stage and modify as necessary.	Program director or designee
CURRICULA: RESIDENTIAL 1.2.31. DEVELOP, IMPLEMENT, EVALUATE, AND REVISE ON A CONTINUING BASIS, PLANS TO UPGRADE AND UPDATE NECESSARY EDUCATIONAL DIAGNOSTIC SERVICES.	1. List all of the existing programs.	Assigned staff
	2. List desired and/or needed program areas according to given or developed standards.	Assigned staff or possibly a team
	3. Analyze discrepancies between *what is* and *what is needed.*	Assigned staff or team
	4. Prioritize the needs.	Assigned staff or team

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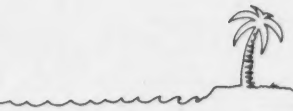

WHERE	HOW	WHEN
At the facility in the appropriate administrative unit, e.g. (1) school program, (2) living unit training program, etc.	Using management-by-objectives procedures for measureable program achievement relative to optimal resident growth and development	At three-month intervals, or at least annually
At the facility in the appropriate administrative unit, e.g., (1) school program, (2) living unit training program; etc.	Do analysis of descrepancies between objectives criteria and actual achievement or outcomes.	At three-month intervals, or at least annually
At the facility in the appropriate administrative unit, e.g. (1) school program, (2) living unit training program; etc	Develop new or modified program objectives stating relevant and feasible objectives which are measurable.	At three-month intervals, or at least annually
At the facility in the appropriate administrative unit, e.g., (1) school program, (2) living unit training program; etc.	Modify resident prescriptions so that individual growth is in line with program objectives and the latter is dependent on the former's potential for growth.	At three-month intervals, or at least annually
At the residential setting	Tabulate from the organization's records; observe and record data from the programs.	At the start of the project
At the residential setting	By a review of the literature, legislative directives, administrative directives, records, and progress reports	At the start of the project
At the residential setting	By summary and comparison	At the start of the project
At the residential setting	List the needs according to the target date required as determined by program objectives and standards.	As soon as Steps 1 and 2 are completed

TACTICAL ARENAS	TACTICAL STEPS	WHO
CURRICULA: RESIDENTIAL 1.2.32. DEVELOP, IMPLEMENT, EVALUATE, AND REVISE ON A CONTINUING BASIS, PLANS TO UPGRADE AND UPDATE NECESSARY EDUCATIONAL PRESCRIPTION SERVICES.	1. Determine the cost of implementing priority programs.	Assigned staff
	2. Detail the structure of the priority programs.	Assigned staff
	3. Outline the program objectives in measureable terms.	Assigned staff
	4. Make recommendations for implementing the program; clarify the scope of work and determine budgeting procedures.	Assigned staff
CURRICULA: RESIDENTIAL 1.2.33. DEVELOP, IMPLEMENT, EVALUATE, AND REVISE ON A CONTINUING BASIS, PLANS TO UPGRADE AND UPDATE NECESSARY EDUCATIONAL PROGRAMMING SERVICES.	1. Procure the goods and services necessary for implementing the plan.	Director of programming, administrator, personnel director or other designated person(s)
	2. Relate the procurement and procedures to the scope of work outlined in the plan.	Director of programming, administrator, personnel director, or other designated person(s)
	3. Carry out the procedures to meet the objectives stated.	Director of programming, administrator, personnel director, or other designated person(s)
CURRICULA: RESIDENTIAL 1.2.34. DEVELOP, IMPLEMENT, EVALUATE, AND REVISE ON A CONTINUING BASIS, PLANS TO UPGRADE AND UPDATE NECESSARY EDUCATIONAL EVALUATION SERVICES.	1. Determine the evaluation design.	Assigned staff

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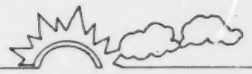

WHERE	HOW	WHEN
At the residential setting	Complete a cost analysis, make inquiries, conduct surveys.	Before writing the plan
At the residential setting	Outline the scope of the program in flow charts.	Before writing the plan
At the residential setting	Attach to the flow chart events the probable measurable indicators of future and needed program success.	Before writing the plan
At the residential setting	List program guidelines, objectives and flow chart items as the scope of work. Code proposed goals, services, and expenditure categories within the scope of work.	Before implementation of the program
At the residential setting	Notify and inform residential finance office of intent to submit bids; complete negotiations; contact personnel office if needed; and assign responsibilities for accountability.	Following approval of the plan
At the residential setting	Using performance scales, flow charts, and data collection instruments	On an ongoing basis
At the residential setting	Complete jobs designated, complete contract obligations, write personnel performance evaluations, write progress reports, and maintain accountability information.	On an ongoing basis
At the residential setting	Review required state information and formats. Use agency performance scales or management-by-objectives criteria.	Prior to implementation of the plan

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Develop data collection instruments and procedures to accommodate the design.	Assigned staff
	3. Collect the necessary data	Assigned staff
	4. Analyze the data and draw program conclusions.	Assigned staff or possible team(s) of state advisory personnel
CURRICULA: RESIDENTIAL 1.2.35. THE RESIDENTIAL FACILITY WILL DEVELOP, IMPLEMENT, EVALUATE, AND MODIFY ENTRY AND EXIT REFERRAL SYSTEMS AS NEEDED.	1. Compile a list of existing referral systems.	Staff assigned to the project
	2. Define the components and parameters of the identified systems.	Staff assigned to the project
	3. Analyze the effectiveness of the components of the identified systems, and summarize the findings.	Staff assigned to the project
	4. Modify the present system or develop a new system of referral as indicated.	Staff assigned to the project
	5. Detail the procedures necessary to implement the selected system.	Staff member(s), e.g., administrator, admissions and discharge committee
	6. Describe the system in terms of measurtable objectives.	Staff member(s), e.g., administrator, admissions and discharge committee

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WHERE	HOW	WHEN
At the residential setting	Develop outcome or criterion-based assessment procedures to fit the measurement requirements of the program evaluation design.	Prior to implementation of the project
At the residential setting	Use the above criteria for evaluation procedures, and tie into the management-by-objectives system where possible.	During the implementation of the project
At the residential setting	Tabulate assessment data by organizing and grouping it. Generalize from the data to whether or not the goals have been met.	Following implementation and for the duration of the program
At the residential facility	1. Review pertinent literature. 2. Tabulate the previously used system(s). 3. Identify the systems through a review of previous referrals.	Prior to the writing of the referral plan
At the residential facility	By preparing a flow chart beginning with the source of the referral and going through admission and/or discharge procedures	Prior to the writing of the referral plan
At the residential facility	Compare the present criteria to the desired criteria as observed from the existing process.	Prior to the writing of the referral plan
At the residential facility	As appropriate for the facility requirements and needs	Prior to writing the referral plan
At the residential facility	Outline new or modified procedures. List the procedural steps to be taken prior to admission and discharge.	Before implementation and continuously thereafter
At the residential facility	Use flow charts.	Before implementation of the system

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	7. Make specific recommendations for implementing the system by (1) clarifying the scope of work; and (2) defining budgetary needs and procedures.	Staff member(s), e.g., administrator, admissions and discharg committee
	8. Package the system and disseminate the components and criteria to referring agency(s).	Assigned staff member(s) or contracted personnel, e.g., printer, public relations office
	9. Carry out the procedures to meet the objectives.	Assigned staff member(s) or contracted personnel, e.g., printer, public relations office
	10. Accept referrals within the criteria of the packaged system.	Assigned staff
	11. Determine an evaluation design.	Assigned staff member(s)
	12. Develop data collection instruments and procedures to accommodate the design.	Assigned staff member(s)
	13. Collect the data.	Assigned staff member(s)
	14. Analyze the data and draw conclusions about the effectiveness of the referral system in use.	The team that designed the finalized system or another designated perso

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WHERE	HOW	WHEN
At the residential facility	Prepare a finalized plan.	Before implementation of the system
At the residential facility or at another designated location	Publish and disseminate the materials and information by mail or personal contact.	On an ongoing basis
At the residential facility or at another designated location	Publish and disseminate the materials and information by mail or personal contact.	On an ongoing basis
At the residential facility or at another designated location	By using the forms and procedures designated in the selected program	On an ongoing basis
At the residential facility	Through reports and objectives translated into charts, graphs, etc.	Prior to the implementation of the proposal
At the residential facility	Through charting and designating desired reporting formats	Prior to implementation of the proposal
At the residential facility	Use summaries of referrals received and processed, charts, graphs of data, processed referrals, delayed referrals, and feedback from referring agencies.	On an ongoing basis
At the residential facility	Compare the collected data to the objectives.	On an ongoing basis

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PROGRAM TASK FORCE: Training

Resource Person:
Frank South,
State Service Coordinator,
Rocky Mountain
Regional Resource Center

Facilitators:
Phil Deppe
Robert L. Erdman
George Jesien
Wayne Johnson
Bill Wilson

Recorders:
Mike Hansen
Shirley Florence

"The training program, staying within the context of the conference, addressed the four categories outlined. The general intent was to identify what the needs are, to develop strategies for meeting the needs, to identify the kinds of people it would take to accomplish that kind of training — the competencies these people would need — and to assure that the community and consumer input and involvement are presented. The training group participants submit their efforts to the document representing their corporate wisdom and reflecting their dedication and collegiality."

— Frank South

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TACTICAL ARENAS	TACTICAL STEPS	WHO
TRAINING: REGULAR CLASS 1.3.1. CONDUCT A NEEDS ASSESSMENT TO PROVIDE A RATIONALE FOR INSERVICE TRAINING.	1. **Develop a comprehensive needs assessment instrument (one capable of assessing local needs and interests).**	Appropriate educational agencies initiating the service
	2. **Conduct the needs assessment.**	Trained staff designated by initiating agency
	3. **Evaluate the results of the needs assessment.**	Staff designated by initiating educational agency
	4. **Specify the training needs.**	Initiating and receiving agencies and consultants
TRAINING: REGULAR CLASS 1.3.2. PROVIDE INFORMATION AND MOTIVATION TO ALL EDUCATORS TO INDIVIDUALIZE INSTRUCTION FOR ALL CHILDREN REGARDLESS OF LEARNING DIFFERENCES OR HANDICAPPING CONDITION.	1. **Disseminate needs assessment results to community and schools.**	Persons designated by the initiating agency (state, regional, local)

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WHERE	HOW	WHEN
As designated by the initiating agencies	1. Identify the population to be surveyed. 2. Utilize consultant help (human, library, and agency resources). 3. Design a plan for data interpretation. 4. Identify existing demonstration models. 5. Modify models relative to populations to be assessed and served.	Prior to initiation of the training program
On a local level	1. Contact superintendent or area supervisor for input and approval. 2. Train staff to use the instrument. 3. Publicize through local resources. 4. Distribute the instrument with simple instructions and cover letter (personal delivery and pick-up when possible).	Prior to the initiation of the training programs
As appropriate	1. Tabulate data. 2. Summarize data into "useable" forms: services needed, available, and desired. 3. Follow-up or evaluate initial study informally.	As soon as data and summaries are prepared
As appropriate	1. List needs on the basis of data returned. 2. List needs according to the severity of the need. 3. Disseminate data in an appropriate form to the participants.	Upon completion of the evaluation of the needs assessment data and upon a "need to know" basis
Within boundaries of agencies being assessed, i.e., local schools, administrators, local school community, parent boards, and local educational associations	Multimedia presentations, written reports, group meetings, public news media	Upon completion of the evaluation of the needs assessment

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Identify and present alternative approaches to meeting needs as indicated by the needs assessment.	Persons designated by the initiating agency (state, regional, local)
TRAINING: REGULAR CLASS 1.3.3. PROVIDE ADEQUATE, RELATED TRAINING PROGRAMS TO PRODUCE COMPETENT EDUCATORS TO MEET THE IDENTIFIED NEEDS OF THE DEVELOPING SPECIAL EDUCATION PROGRAMS, STRESSING RECRUITMENT AND APPROPRIATE TRAINING OF RURAL EDUCATORS.	**1. Recruit educators for rural and remote areas.**	Training institution in coordination with local education associations
	2. Establish behavioral objectives (expected outcomes) based on a needs assessment.	The training agency in cooperation with local educational associations and community groups
	3. Pre-test trainees on established objectives.	The trainer
	4. Develop a training sequence and determine needed materials.	The trainer and the trainee in a coordinated effort

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WHERE	HOW	WHEN
Within the boundaries of the agencies being assessed, i.e., local schools, administrators, local school communities, parent boards, and local educational associations	Multimedia presentations, news media, written reports, group meetings, etc.	Prior to determination of the approaches to be taken to meet the needs
Any location where potential educators can be found	Develop incentives to attract rural teachers into program: free training on-site training extension credits administrative support from local education association tenure and salary increments stipends laws and regulations.	Prior to the initiation of the training program
In the office of the training agency and in local educational associations	Review the needs assessment: 1. Identify, review, and evaluate available sources of behavioral objectives for training. 2. Consult with resource people and teachers with proven competencies in writing behavioral objectives; also, with regular classroom teachers with proven competencies in the selected teaching model. 3. Present objectives to community groups for feedback. 4. Revise objectives based on community feedback.	After needs have been specified through the needs assessment process
At the training site	1. Develop criterion-referenced test observation form and/or a standardized test. 2. Administer the pre-test, which must be relevant to the target population.	After identification of the participants
At the training site	1. Perform a task analysis of objectives. 2. List skills to be taught (group-related skills, skills in behavior management, etc.). 3. Develop a time line. 4. Develop entry level skill requirements.	After pre-testing

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. **Implement and monitor the training program.**	The trainers
	6. **Evaluate the training program, revise, and provide program follow-up based on evaluation**	Outside consultants, trainers, trainees, community groups, administrators (school, training agency and local educationai associations)
TRAINING: REGULAR CLASS **1.3.4. MODIFY UNIVERSITY AND COLLEGE TEACHER PREPARATION PROGRAMS TO INCLUDE SPECIAL EDUCATION TRAINING FOR CLASSROOM TEACHERS.**	1. **Inform the state board of education of the educational needs of handicapped children in regular classrooms for the purpose of bringing about changes in teacher training programs.**	Parent advocacy groups, concerned citizens, educational agencies
	2. **Specify changes needed in current university/college programs necessary to prepare teachers to meet the needs of handicapped children in regular classrooms.**	A task force directed by the state board of education

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WHERE	HOW	WHEN
On the training site	1. Enroll the trainees. 2. Establish the meeting schedule and place. 3. Administer the program based on local educational association input, cooperation, and commitment. 4. Monitor time lines, guidelines, and agreements. 5. Test and/or observe the trainees relative to each skill taught.	By a previously agreed upon schedule
On the site of the training program	1. Trainer administers the post-test to the trainees. 2. Trainer develops program evaluation plan. 3. Outside consultant evaluates program, trainer, and monitoring system. 4. Outside consultant contacts school, trainees, training agency, local educational association, and community groups for their input regarding: usefulness of program; modifications needed; feelings toward the program. 5. Trainer and/or consultant establishes follow-up procedures and schedules.	Upon completion of the training program
At state board of education offices	1. Correspondence 2. Contact state department of special education. 3. Contact model local educational associations. 4. Contact media. 5. Disseminate results of relevant data including needs assessments, demographic data, etc.	When the need is demonstrated
In university or college general education teacher training programs	1. Evaluate needs assessments. 2. Evaluate certification requirements, teacher training personnel, course offerings. 3. Identify existing training programs available to rural, remote educators.	At the discretion of the state board of education

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Recommend changes needed in current university or college programs necessary to prepare teachers to meet the needs of handicapped children in regular classrooms.	A task force directed by state board of education
TRAINING: SPECIAL CLASS 1.3.5. PROVIDE INSERVICE TRAINING (WITH FOLLOW-UP AND EVALUATION) TO MOTIVATE AND PREPARE EDUCATORS TO INDIVIDUALIZE INSTRUCTION FOR ALL CHILDREN AND TO DEVELOP COMPETENCIES IN SPECIAL EDUCATION.	1. Establish special education needs of the community as a basis for designing appropriate inservice training.	The director or supervisor of special education programs
	2. Identify needed competencies to meet the stated needs.	The director or supervisor of special education and an appointed advisory committee in cooperation with available university training programs
	3. Determine material and human resources needed and available to meet stated needs.	The director or supervisor of special education and an appointed advisory committee in cooperation with available university training programs
	4. Develop, evaluate and adopt alternative approaches for inservice training to achieve the stated competencies.	The inservice coordinator or the administrative staff
TRAINING: SPECIAL CLASS 1.3.6. PROVIDE APPROPRIATE PRE-SERVICE TRAINING FOR SPECIAL EDUCATION CLASS-ROOM TEACHERS IN REMOTE AND RURAL AREAS RELATED TO THE LEARNING NEEDS OF THE HANDICAPPED CHILDREN AND COMPETENCIES FOR MEETING THESE NEEDS.	1. Rural and remote areas should be used by university trainers and students as subjects for practicums, internships, and field assignments.	University department staffs, students, and local personnel
	2. Orient instructional staff to local constituency needs by involving them in needs assessment, data gathering and state and local planning efforts.	Local consultants, unit heads special education directors, university peronnel, state department personnel

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WHERE	HOW	WHEN
In university or college general education teacher training programs	The task force will make written recommendations to state board of education.	Upon completion of the task force study
In the local service area or local education agencies	1. Study special education records for indications of training gaps and needs. 2. Conduct teacher self-assessments and supervisory assessment of teachers. 3. Conduct a community survey of inservice training needs.	Ongoing data based predictions of inservice needs stated yearly
In the local service areas, or local education agencies	Use teacher observations to build a comprehensive teacher competency model.	Ongoing data based predictions of inservice needs stated yearly
In the local service areas and local education agencies	Conduct a community survey as to available persons; alert staff to locate resources; and inventory presently available materials and resources.	Annually, with updates as needed
In the local service areas or local education agencies	Exchange and disseminate inservice projects statewide, establish evaluation processes, seek university aid, and apply for and allocate funds.	Yearly
In university departments and local districts	1. Mandate field experiences necessary. 2. Negotiate with universities to provide paid internships and training programs. 3. Universities will prepare personnel for given districts by recruiting and field training within that district.	Quarterly
On university campuses or in state special education departments	Use local units and university personnel to gather data; use the university to assist community leaders with design, and use university, local education and state department task forces to treat data.	Yearly

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Develop, implement, and evaluate programs on the basis of stated constituency needs in cross-categorical identification, educational assessment, prescriptive programming, and evaluative methodology.	University staffs with input from local staffs
	4. Initiate programs for the development of unique skills needed by persons to be employed in rural, remote areas.	University staffs with cooperation of field personnel
TRAINING: HOMEBOUND 1.3.7. PROVIDE INSERVICE TRAINING (WITH PRE AND POST EVALUATION AND FOLLOW-UP MONITOR) TO MOTIVATE AND PREPARE HOMEBOUND PERSONNEL TO INDIVIDUALIZE INSTRUCTION FOR ALL CHILDREN REGARDLESS OF LEARNING DIFFERENCES OR HANDICAPPING CONDITIONS.	1. Conduct a needs assessment to determine training needs of homebound teachers.	Regional Resource Center personnel coordinated by the state office of special education
	2. Establish a master teacher in the Regional Resource Center to coordinate and supervise homebound teachers.	State department of special education
	3. Conduct inservice programs to homebound teachers with follow-up, monitoring, and evaluation components.	The master teacher
TRAINING: HOMEBOUND 1.3.8. PROVIDE APPROPRIATE PRESERVICE AND INSERVICE TRAINING FOR REGULAR AND SPECIAL EDUCATION CLASSROOM TEACHERS IN RURAL, REMOTE AREAS RECEIVING PUPILS FROM HOMEBOUND PROGRAMS RELATED TO THE LEARNING NEEDS OF HANDICAPPED CHILDREN.	1. Make a pre-service presentation of a homebound intervention model to local special education and regular classroom teachers.	The master teacher with local homebound teachers
	2. Establish an ongoing liaison between homebound teachers and school personnel.	The local homebound teacher and school personnel

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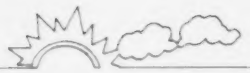

WHERE	HOW	WHEN
In the local districts and in university departments, with the cooperation of local districts	Use special education departments to relate to state and local advisory group (refer to 1.3.5 #2).	To be ongoing with a report on the design at one-year intervals
On university campuses with emphasis on field-based training	1. Survey of present programs 2. Test by demonstration 3. Supervision by area-oriented personnel 4. Ongoing evaluation (5 year)	Ongoing
Statewide	Using a questionnaire with sample interviews and observations of homebound teachers	On an ongoing basis after initiation
In the Regional Resource Center	By allocating position funds	At the onset of the program
At the Regional Resource Center	By use of consultants, state educational agencies, Area Learning Resource Centers, state departments and federal projects to meet the needs obtained in needs assessment	Ongoing as determined by the program
In the local school	Using demonstrations and presentations	At the beginning of the school year
In the local school	Staffing with homebound teacher, with ancillary service personnel, and with classroom teacher	Regularly as needed

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Inservice train on the implementation of a prescriptive transitional program for each once-homebound child coming into school.	The homebound teacher, pupil services, special services personnel and classroom teacher
TRAINING: HOMEBOUND 1.3.9. PROVIDE ADEQUATE SPECIAL EDUCATION INSTITUTIONS TO DEVELOP COMPETENT PRIMARY AND SECONDARY HOMEBOUND EDUCATORS TO MEET THE IMMEDIATE- AND LONG-RANGE NEEDS OF THE DEVELOPING SPECIAL EDUCATION PROGRAM FOR RURAL AND REMOTE AREAS.	1. Conduct a needs assessment to identify homebound population, both served and unserved, with respect to geographical location, number, type, condition, age, and to identify the needs of that population.	The office of the state superintendent of public instruction
	2. Present rationale documented by the needs obtained from the needs assessment to training institutions (colleges, universities, etc.).	State superintendent of public instruction and state coordinator of special education.
	3. Identify skills and competencies for homebound personnel to meet the needs of the population as determined by the needs assessment.	State special education department personnel in cooperation with universities
	4. Develop a competency based curriculum for homebound personnel.	Special education department at the instructional institutions
	5. Provide incentives for rural remote educators to receive homebound training.	Local, state, and federal sources
TRAINING: HOMEBOUND 1.3.10. CONDUCT PROGRAMS FOR PARENTS IN RURAL, REMOTE AREAS TO DEVELOP COMPETENCIES IN DEALING WITH THEIR HOMEBOUND CHILDREN.	1. Develop a parent advisory council.	Parents of handicapped children with a liaison to the school district

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WHERE	HOW	WHEN
In the local school	Informal staffing with periodic follow-up	As needed
Statewide or by territory	By utilizing 1. Incidence probability figures 2. Teachers and school personnel 3. Social welfare, public health, and medical personnel 4. Colorado House Bill 1060 with adaptations (for example)	Now, and ongoing at the monitoring level
All concerned agencies within the state (special concern to training institutions)	Plan and hold a statewide conference with key special education personnel.	Upon completion of the needs assessment
Statewide	Sources of input: needs assessment on-site service personnel existing models (Portage Project, Marshall Town)	In conjunction with a rational prediction
In the state instruction institutions	Organize a task force with representation from higher education, special educators, general educators, practitioners, and parent advisory staff.	Within the developed timeline with an initial time block and ongoing development and evaluation
In education institutions	1. Using monies from local, state, and federal sources 2. Using the state planning committee to identify plausible incentives, e.g., salary increases, release time, state stipend, federal fellowships	Upon the development of the curriculum
In each school district	1. School personnel, parents, and volunteers initiate a plan 2. Parents provided with travel monies and a mailing budget	Before program implementation (ongoing)

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Develop an ongoing parent intervention model to meet individual needs of parent and child.	State department of special education personnel in cooperation with representatives of the parent advisory council and school district personnel
	3. Develop support categorical instruction and resources for parents in remote areas.	State department of special education, regional centers, state institutions, and universities
	4. Disseminate information on programs through districts.	Coordinated by state office of special education to local school district personnel
TRAINING: RESIDENTIAL 1.3.11. PROVIDE APPROPRIATE PRE-SERVICE TRAINING FOR SPECIAL EDUCATION PERSONNEL IN RURAL, REMOTE AREAS RELATED TO THE LEARNING NEEDS OF THE HANDICAPPED AND SKILLS FOR MEETING THEM.	1. Develop competency based job descriptions for all special education personnel (defined as all personnel attending to needs of the handicapped, including custodians, attendants, bus drivers) in residential or institutional settings.	All personnel within the training component who are in institutional settings and community based agencies
	2. Provide field-based cooperative training between training institutions, community based agencies, and reidential facilities for all personnel.	University professors, institutional training personnel (administration, teachers, etc.), community trainer, and other training personnel

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WHERE	HOW	WHEN
In state or regional departments of education	1. Review and select appropriate models from national demonstration projects. 2. Present selected models to local districts and local advisory councils. 3. Determine a local adaptation mode for models presented. 4. Allocate personnel, materials and monies to implement the model.	Six months from establishment of parent advisory council
In state or regional areas	By establishment of centralized regional resource centers with media, telecommunications, and materials-development capabilities adapted from existing resource center models	In conjunction with the parent intervention model
All districts	News media, radio, television, conventions, flyers, state and local Associations for Retarded Citizens	At the initiation of program and ongoing
In governmental agencies, state and local institutions, and community agencies	Survey research literature, examine specific job objectives, examine available models of competency based job descriptions, examine present job descriptions, examine current manpower utilization.	Prior to program implementation and the hiring of new or replacement of personnel.
In universities, residential facilities, other agencies which provide pre-service training, and community based service systems	1. Consortium planning conferences among universities and resident institutions for implementation of field-based teaching 2. Extension courses 3. Core curriculum off-campus training 4. Special off-campus institutes 5. Exchange program of university trainer and other trainers 6. Various off-campus practicum settings 7. Training component for paraprofessional personnel	Prior to and ongoing during employment.

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Develop and provide a communication skills package to articulate the needs of the community, residential programs, and governmental agencies.	Initiating agency
	4. Develop a reciprocal feedback mechanism which will be a means of continuous training evaluation.	Administrators, pre-service trainers, and curriculum development personnel
TRAINING: RESIDENTIAL 1.3.12. DEVELOP HIGHER EDUCATION INSTITUTIONS WHICH WILL RECRUIT PERSONNEL FROM RURAL AREAS AND THROUGH PRE-SERVICE AND EXTENSION TRAINING, DEVELOP COMPETENT TEACHERS, SUPERVISORS, AND CONSULTANTS TO MEET THE IMMEDIATE AND LONG-RANGE NEEDS OF THE DEVELOPING SPECIAL EDUCATION PROGRAMS.	1. Develop and conduct a needs assessment instrument or process design which will address those specific training needs which have relevance in an institutional or residential setting and community based agencies.	Task force, including representation from: administrative units support staff psychological services medical services social services cottage house and staff correctional institutions speech and auditory services educational facilities
	2. Develop a state higher education program plan with short- and long-term objectives to provide pre-service and inservice training in conjunction with the state's special education procedures and guidelines.	A consortium composed of deans, professors, personnel from state and local agencies responsible for special education programming, personnel from institutions and community based personnel

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WHERE	HOW	WHEN
In residential programs, community based agencies, and training institutions	1. Publications 2. Bulletins 3. Research surveys 4. Public meetings 5. Evaluation reports 6. Communicator skill packages 7. Workshops 8. Radio and television	From program implementation stage onward
Personnel who have been involved in pre-service training, and other trainers	Examine available commercial feedback systems, disseminate evaluation back to administrators and trainers	Develop as a component of the training package and include as soon as completed.
At governmental agencies within the state, institutions, private agencies, and community agencies	Suggestions: checklists surveys position papers interviews review of research literature observations	Prior to developing the training package. Evaluation of ongoing training programs should be continuous.
In each higher education component of the university system	1. Conduct a needs assessment of existing training programs within each training institution. 2. Conduct a needs assessment of in-field personnel. 3. Revise course offerings in accordance with needs assessment. 4. Recruit qualified personnel to provide appropriate instruction in conjunction with the needs assessment. 5. Prioritize administrative and budgetary elements within regular and special education training components. 6. Provide a delivery system to include on-campus course work.	On completion of the needs assessment from Tactical Step 1.

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **Provide training to meet the needs of deinstitutionalization programs (group homes, foster care, sheltered workshops, day care centers, etc.).**	State and local administrators State and local instructional staff
	4. **Develop and provide a feedback model to articulate the needs of the community, residential programs, and governmental agencies.**	Administrators and staff of various agencies
TRAINING: RESIDENTIAL 1.3.13. **MOTIVATE, PREPARE AND DEVELOP COMPETENCIES OF PERSONNEL/STAFF IN ORDER TO INDIVIDUALIZE INSTRUCTION FOR ALL INDIVIDUALS REGARDLESS OF LEARNING DIFFERENCES OR HANDICAPPING CONDITIONS.**	1. **Develop and conduct a needs assessment instrument or process design which will address those specific training needs which have relevance in an institution or residential setting and in community based agencies.**	Establish a task force to include representation from: administrative units psychological services medical services social services cottage house and staff correctional institutions speech and auditory services educational services

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WHERE	HOW	WHEN
	7. Maintain a task force previously established as a means of providing ongoing communication between the field and training institutions. 8. Evaluate course work credit allocation processes to avoid limiting course offerings 9. Identify potential candidates for employment through student performance in undergraduate and graduate work, internships and practicums	
On the local level and in training areas, at universities, at on-the-job training sites, in county residential programs and extension services	1. Workshops and assistantships 2. Exchange programs 3. On-the-job training 4. Higher education course work 5. Teaching internships that establish specific competencies based on objectives for each program component 6. Extension course work 7. Practicums and internships 8. Field trips	Concentrated on the initial program with continuous follow-up
Community agencies, residential agencies, governmental agencies	1. Periodic reports provided by inter-departmental agencies 2. Advisory committees made up of representatives from various agencies to provide ongoing feedback	On a continual basis
At governmental agencies within the state, institutions, community agencies, private agencies, and parent interest groups	Suggestions: checklists surveys position papers interviews review of research literature observations	Prior to the development of any training programs

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Determine the spectrum of types of personnel needed to provide direct and indirect services to the handicapped, and identify training/consulting resources which can provide individualized instruction for those personnel.	Administrators of each program component or their designees
	3. Develop a competency based training program in residential programs and in community based agencies for their staffs, e.g., university teachers, social workers, physical therapists, etc.	Administrative staff, local educators, social services, medical services, psychological services, public health, and training personnel
	4. Identify and provide an appropriate transitional process for student movement between residential and community agencies.	A task force to be made up of personnel from institutions, community and the local education agency, will identify the needed transitional process, i.e., institutionalization, half-way homes, and group homes.

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WHERE	HOW	WHEN
At the local level: residential programs institutional programs parents community agencies higher education private consultants	Using needs assessment information and continuing evaluation	Upon completion of the needs assessment
Within the residential programs and community based agencies in conjunction with training institutions	1. Establish specific competency based objectives to be developed for each training staff component. 2. Specific objectives should be carried out by each of the following education components: exchange programs field trips between agencies demonstrations and video tapes higher educational course work on-the-job training practicums and internships extension course work.	During the pre-service training (prior to program implementation) and during the ongoing inservice training
In the institution, the community, and in local education agencies	Through a group process of multi-agency involvement, including facilities and personnel needed to implement the transitional process	At the conclusion of the competency based training program

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PROGRAM TASK FORCE: Parent and Community

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Rocky Mountain
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Gail Murdock
Jeri Mizuno

"I wish we had had one parent for each professional in our group. We did not have a lot of parents, but everyone in the group worked hard at addressing how can we, as educators, social workers, administrators, how can we get the parents involved and how can we get the community involved. Special educators have known all along that their strongest advocates are parents. When you go home and the document arrives, those of you in others groups, I hope that you will take the document and see what these fine contributors did about outlining steps that you can take in your own job to encourage parent participation."

— Jean Moore

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TACTICAL ARENAS	TACTICAL STEPS	WHO
PARENT AND COMMUNITY: REGULAR CLASS 1.4.1. CREATE A PROCESS TO IDENTIFY COMPONENTS OF A COMPREHENSIVE EDUCATIONAL DELIVERY SYSTEM FOR SERVICES TO EXCEPTIONAL CHILDREN AND THEIR PARENTS IN REMOTE, RURAL AREAS.	1. Identify and secure responsible persons for task force membership.	School administrator
	2. Convene the task force, explain to them their purpose and responsibilities, and establish calendar of checkpoints.	Initiating administrator
	3. Provide task force with a schedule for checkpoints for submission of progress reports and a final report.	Initiating administrator
	4. Have task force report findings.	Task force members
	5. Contact and inform others of the task force findings, including leaders of community organizations, and change agents in the school system.	Initiating administrator
PARENT AND COMMUNITY: REGULAR CLASS 1.4.2. ORGANIZE COMMUNITY GROUPS TO SUPPORT ENACTMENT, FUNDING, AND IMPLEMENTATION OF LEGISLATION TO PROVIDE APPROPRIATE SPECIAL EDUCATION PROGRAMS AND SERVICES TO ALL HANDICAPPED CHILDREN.	1. Identify appropriate responsible persons for task force membership.	Administrators or directors of community agencies or school staff members, or parents, or composite of above groups
	2. Identify in objective terms the task force's purposes and responsibilities.	Initiator and task force members
	3. Establish timelines for completion of the task force's responsibilities.	Task force initiator with consensus of task force members
	4. Have the task force report the findings to be used in advocating for improved special education services.	Task force members

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WHERE	HOW	WHEN
Within community service agencies, the school system, or the community	By personal contact, by seeking appointees, or by seeking community volunteers	Prior to program initiation, during the planning phase
At a central meeting place in a neutral environment	The administrator convenes the task force, presents specifics of the task force mandate, and secures funding for task force activities.	During the planning phase
From the initiator's office	Administrator mails the schedule which was developed in conjunction with task force members to meet the final deadline.	As soon as the schedule is written and typed
At a central meeting place	By a multi-media presentation, to include the written report; may include audio-slide presentation, formal individual reports, etc.	Upon completion of task force data gathering
From the initiator's office	The administrator mails written reports to appropriate staff.	As soon as findings are completed and prepared for dissemination
In community agencies, local schools, and neighborhoods	By personal contacts, by flyers, by seeking appointees from community, or by seeking volunteers	Six months to one year before the legislative session begins
As designated by the initiator	Conduct a survey with regard to present legislation, present funding, present programming, and local legislation and funding needs.	During the first three months
At a central location in a neutral environment	By legislative calendar	As soon as the task force is formed
At a central location in a neutral environment	By progress reports, by presentations, and by a final report	As specified by calendared activities

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. The task force will identify the key community organizations and agencies.	Task force members
	6. Disseminate the report to persons responsible for implementing changes.	Initiator and task force members
	7. The task force members will meet with key organizations and make presentations for securing support.	Appropriate task force member(s)
	8. The task force will seek some concrete form of commitment from each organization.	Task force member(s)
	9. Implement follow-up with key organizations on commitment and supply appropriate commendation or encouragement.	The appropriate task force members
PARENT AND COMMUNITY: REGULAR CLASS 1.4.3. A TASK FORCE SHALL BE FORMED TO INCREASE PARENTS' UNDERSTANDING OF WHAT CONSTITUTES AN EFFECTIVE SPECIAL EDUCATION PROGRAM AND TO PROMOTE PARENTAL INVOLVEMENT IN THE DECISION-MAKING PROCESS AT ALL LEVELS OF SPECIAL EDUCATION.	1. Identify the members of the task force.	Advocate in educational system or parent(s) of handicapped children
	2. Convene the task force, explain what needs to be accomplished, and reach consensus on goals and completion dates.	Initiator(s)
	3. Provide the task force with the schedule of progress reports and the final report with recommendations for implementation.	Initiator(s) or task force leader

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WHERE	HOW	WHEN
In the neighborhood, community, and district	By personal contact, through volunteers, or appointees	During the first month after findings are completed
In community agencies, local schools, and neighborhoods	Through the mass media, and by multi-media presentations to community organizations, and agencies	Three to six months before the legislative session begins
1. At organization meeting sites during regular meetings 2. Meet with boards of directors, executive boards, etc., by appointment	1. By personal contact 2. By a multi-media presentation	As soon as possible after findings are completed and key organizations identified
At the organization meeting sites at regular meetings, and at special meetings	By personal contact and by presenting relevant information and requesting assistance	As dictated by the legislative calendar
At meetings and through the mail	Convey appreciation by letter, by the personal appearance of task force member(s) at meetings, by the phone, or by public announcement; encourage greater efforts, if needed, at meetings.	For appreciation, promptly after assistance; when appropriate and necessary for encouragement
At universities, in model programs, in the local school system, in parent groups, or through the Bureau of Education for the Handicapped	Through recommendation from local, state, or national sources	Whenever possible
Community meeting site	1. Present program outline of appropriate programs. 2. Identify funding sources and plan of action.	Whenever possible
Community meeting site	Disseminate the schedule which will include reporting deadlines	As soon as available

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Contact and inform program personnel of the task force and its mandate.	Task force leader
	5. Arrange with radio and television stations and with local newspapers for disseminating the findings.	Task force leader
	6. Arrange visits to model programs for parents and agency representatives.	Task force leader or committee
PARENT AND COMMUNITY: REGULAR CLASS 1.4.4. CREATE A TASK FORCE TO MAKE ALL COMMUNITY MEMBERS AWARE OF THE SPECIFIC NEEDS OF EXCEPTIONAL CHILDREN.	1. The task force leader will identify appropriate persons to create public awareness and to implement informational plan.	Task force leader, from agency personnel, school personnel, parent group, or professional association
	2. The task force will identify the goals related to dissemination of information.	Task force leader, agency personnel, school personnel, parents, professional association members
	3. The task force will establish methods for distribution.	Task force members
	4. The task force will disseminate the information.	Task force members
PARENT AND COMMUNITY: REGULAR CLASS 1.4.5. SELECT A TASK FORCE COMPOSED OF PARENTS AND PROFESSIONALS TO DETERMINE THE CURRENT LEGAL RIGHTS OF HANDICAPPED INDIVIDUALS.	1. Identify appropriate, responsible persons.	School or agency administrator or a parent group leader
	2. Identify competent and knowledgeable people from the legal profession.	Task force members
	3. Identify in objective terms the task force charge.	The representatives specified in Tactical Step 2

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WHERE	HOW	WHEN
In schools, community agencies and parent groups	By personal contact or letter	As soon as a schedule can be formulated
In the community, the district, the state, and nationally	1. Meet with station managers and schedule news releases, interviews, or panel presentations 2. Contact newspapers and submit reports or request coverage.	After findings are completed
At the model program locations	Schedule visits, arrange transportation, publicize the schedule for maximum participation.	Whenever possible and convenient
Within the community or district	Task force leader, from agency personnel, school personnel, parent group, or professional association	During planning phase, prior to program initiation
At a central meeting location	Conduct a needs survey, evaluate the needs, and compare a number of service delivery systems.	During the planning phase
At a central meeting location	By contacting mass media personnel, school personnel, PTA leaders, and service clubs	After completion of data collection and needs survey
Locally, within the state, regionally, and nationally	Through the mass media, school publications, and PTA and service club presentations	Whenever feasible
In community agencies, local schools, parent (consumer) groups, and in professional groups	By personal contact, by volunteers, or by appointment from agencies	During planning phase and prior to the program initiation
Within a legal aid society, university, or law school; from national organization representatives, advocates or private attorneys	By contacting national or state organizations, or other professionals	During the planning phase, prior to program initiation
At a central meeting location in a neutral invironment	Conduct a needs survey, evaluate the needs, and compare a number of service delivery systems.	During planning phase

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Determine the legal rights of the handicapped individual.	Task force members
	5. Establish timelines for task completion.	Task force members with consensus
	6. Submit the report to change agents.	Task force members with consensus
	7. Have the task force report their findings.	The appropriate task force member(s)
	8. Disseminate the findings.	Task force leader or through cooperative effort of the task force members
PARENT AND COMMUNITY: REGULAR CLASS 1.4.6. PROVIDE TRAINING FOR PARENTS REGARDING THE LEGAL RIGHTS OF HANDICAPPED CHILDREN.	1. Identify appropriate persons for training parents with regard to the legal rights of handicapped individuals.	The task force leader from 1.4.5, an advocate within the educational system, or an advocate from parent or professional organizations
	2. The task force will establish goals and objectives.	The task force initiator in conjunction with task force members
	3. Establish timelines for task completion.	Task force members with consensus
	4. Implement training program for parents on the legal rights of handicapped individuals.	Appropriate task force members and legal consultants

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WHERE	HOW	WHEN
Within state or territories or trust	By conferring with legal advisor(s)	As soon as legal advisors are involved and available
At a central meeting location in a neutral environment	The administrator or task force leader will explain the function of the task force, with specific, realistic dates for completion of progress reports or final report, perhaps negotiating dates.	After the needs survey has been conducted
In change agent's office, or through the mail	By written report which clearly states the current legal rights of the handicapped	As soon as the information is compiled
At central meeting locations in neutral environments	Through prepared talks, panels or discussion groups, with hand-outs of salient points	As soon as the information is compiled and meetings scheduled
1. To parent/professional organizations 2. To educators 3. To community agency	By multi-media dissemination (written report, TV), by presentations to parent groups, with special emphasis on contacting parents of handicapped children who do not belong to formal parent organizations	Upon completion of the task force mission
From law firms, law school, advocacy agencies, or legal aid societies	By personal contact, by referral, or by consultants	During the planning phase
At a central meeting location	Assess parent information needs with regard to legal rights and secure funds.	During the planning phase
At a central meeting location	The task force initiator, in conjunction with task force members, will develop a calendar of events.	During the first month
At a location most convenient for parents	Schedule training sessions, secure facilities and materials for training.	As soon as training program is ready

TACTICAL ARENAS	TACTICAL STEPS	WHO
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.7. DEVELOP A PROCESS TO CREATE A MODEL FOR DELIVERY OF COMPREHENSIVE EDUCATIONAL SERVICES TO EXCEPTIONAL CHILDREN AND THEIR PARENTS IN REMOTE RURAL COMMUNITIES.	1. **Identify a responsible person to initiate the process: accumulate data on needs; provide background information; convene a task force.**	Special education directors, superintendents, or appropriate program officials
	2. **Identify problem areas in establishing special class services.**	Coordinator in consultation with the governing body (i.e., school board), and program officials
	3. **Identify the task force members.**	Coordinator
	4. **Convene the task force to meet the problems outlined.**	Total task force to meet the problems outlined
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.8. PROVIDE AN ADVOCATE COMMITTEE TO INFORM APPROPRIATE DECISION-MAKERS OF THE LEGAL RIGHTS AND OF THE UNIQUE NEEDS OF EXCEPTIONAL CHILDREN.	1. **Identify a coordinator to provide leadership for the formation and ongoing activities of the advocacy committee.**	School official who initiates contact with community groups for the purpose of organizing a selection committee
	2. **Select advocate group members.**	Coordinator
	3. **Set the objectives and purpose of the advocacy committee.**	Advocacy committee members

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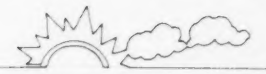

WHERE	HOW	WHEN
In an educational agency	By appointment or by special request	A year prior to expected funding
In the educational agency	Compile data on: 1. Children identified 2. Available facilities 3. Transportation 4. Parent awareness 5. Community resources	Within three months after the appointment of the coordinator
Where appropriate to the community	1. By analyzing the data and involving relevant persons 2. By requests 3. By advertising and searching the community-at-large for volunteers 4. By community meetings 5. Assign more members than needed to guarantee an active group to follow through.	As quickly as possible; as soon as the charge is identified
Where appropriate to the community	By setting a meeting time convenient to members with enough time to reach consensus on the exact aspect of the charge	Within time for funding application deadline
In the local community	As designated by the selection committee; their purpose is to identify a person to lead the advocacy committee.	As soon as selection committee surveys the community for coordinator (usually within three months)
In the local community	By advertising the need for advocate group members	As soon as the coordinator is identified
At the central advocacy committee meeting	Review the objectives and purposes of such organizations as the National Association for Retarded Citizens and adapt them to the community needs.	After selection of the advocacy committee members

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Achieve the objectives and purposes of the advocate committee.	Advocacy committee group
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.9. INCREASE PARENTAL UNDERSTANDING OF WHAT AN EFFECTIVE SPECIAL EDUCATION PROGRAM IS AND PROMOTE PARENTAL INVOLVEMENT IN THE DECISION-MAKING PROCESS AT ALL LEVELS OF SPECIAL EDUCATION.	1. Select a director to lead a task force.	District director of special education program or a responsible program official
	2. Select the task force members.	Task force director
	3. Identify the specific goals of the task force.	Task force members
	4. Implement the procedures necessary to reach the goals.	Task force members
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.10. MAKE COMMUNITY MEMBERS AWARE OF THE SPECIFIC NEEDS OF EXCEPTIONAL CHILDREN AND OF APPROPRIATE PROGRAMS TO MEET THOSE NEEDS.	1. Identify the community informational needs.	Teachers, principals, consultants, local organizations, community service agencies

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WHERE	HOW	WHEN
In the state legislature, school board, county commission, social organizations and parent groups	By lobbying, advertising, and through litigation, if necessary	As soon as possible
In the educational community	By appointment	In the first month
From the local community	1. Contact and recruit special education teachers in the district 2. Contact and recruit parents and others recommended by the special class teachers	In the first month
At the task force planning meetings	1. Determine the current level of parental knowledge and involvement in special class programs (survey) 2. Identify the needs based on the survey of parents (i.e., knowledge and involvement) 3. Identify goals to meet the needs of parental involvement in and knowledge of special programs 4. Develop strategies to implement the goals	The second through the sixth months
In the local community	Possibilities: 1. **Understanding:** pamphlets, film strips, group meetings, class visits 2. **Involvement:** newsletter, parent advisory board	At the beginning of the school year and continuing through the school year
In the local community	Hold several meetings to determine the community's knowledge of services available.	Hold a minimum of two meetings each month

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Inform the community of special services now available.	Designated spokesman
	3. Show the need for special services not available.	A knowledgeable person for each special service need (the school should assume responsibility)
	4. Present program models for meeting special service needs.	A knowledgeable person for each special service need (the school should assume responsibility)
	5. Maintain awareness of the special services available and of future needs of the community.	Association for Retarded Citizens and other interested community agencies
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.11. PROVIDE SUPPORTIVE SERVICES TO PARENTS OF HANDICAPPED CHILDREN.	1. Identify a qualified person to provide counseling services.	Special education director or superintendent
	2. Preevaluate parents and formulate behavioral objectives.	Selected, qualified professional(s)
	3. Implement behavioral objectives or counseling goals.	Selected counselor
	4. Provide follow-up evaluation with parents.	1. Teacher 2. Parent 3. Counselor 4. Administrator 5. Other involved people
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.12. PROVIDE HOME TEACHING SKILLS TO PARENTS OF HANDICAPPED CHILDREN.	1. Identify an appropriate person to provide parents with home teaching skills.	Special education administrator or appropriate school officials

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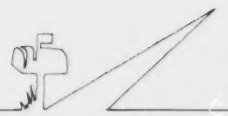

WHERE	HOW	WHEN
In the local community	Through a multi-media approach: telephone calls radio spots special speakers brochure newspaper articles	After the information needs of the community are identified
In the community, in schools, in recreation and living situations; in transportation, and health services	Through a multi-media approach: telephone calls radio spots special speakers brochures	After the community knows what is available in special services
In the local community when possible, or on-site visits to other communities to examine special services	By university consultants, literature, films, by arranging for on-site visits	After the community indicates a desire for special services to meet the needs of handicapped individuals
In the local community	Utilize the National Association for Retarded Citizens to form a local unit; continue the multi-media approach; use existing community news bulletins, the YMCA, church announcements, etc.	Monthly or more often as needed
In a district or cooperative office	By locating appropriate resources (mental health organizations, agencies, colleges, etc.)	When funding is available or when service is available at no charge
In the home, school, state or private agency office	By behavior check list, attitude check list, teacher observation	Prior to rendering direct services
In the home, school, or community	The counselor will work with an individual parent, both parents, the total family or multi-family groups.	At least once a week initially, then as needed thereafter
In the home or school	By direct observation, by school performance, by attitude or behavior check lists	Every three to six months
From the special education administrative office	By locating appropriate resources (teacher, mental health or agency personnel, through colleges, etc.)	When funding is available or when service is possible through other agencies

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Preevaluate parent's teaching skills and set objectives.	Teacher-diagnostician
	3. Implement the behavioral objectives.	Special teacher, aide or clinician
	4. Post-evaluate and monitor the parent's effectiveness.	Special teacher, clinician, or aide
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.13. PROVIDE TRAINING FOR PARENTS REGARDING REALISTIC EXPECTATIONS OF HANDICAPPED CHILDREN, LEGAL RIGHTS OF HANDICAPPED CHILDREN AND EFFECTIVE EDUCATIONAL PROGRAMS.	1. A leader will identify appropriate persons to lead parent education programs.	Agency representative, school staff member, parent or professional organization representative
	2. The task force will establish goals and objectives.	Task force initiator
	3. Establish timelines for task force responsibilities.	Task force members through consensus
	4. Implement the parent training programs developed by the task force.	Appropriate task force members
PARENT AND COMMUNITY: SPECIAL CLASS 1.4.14. ORGANIZE PARENT GROUPS TO REPRESENT THE NEEDS OF HANDICAPPED CHILDREN IN THE LOCAL DECISION-MAKING PROCESS.	1. Identify key resource people.	Leader(s) from the community or advocacy organizations
	2. Identify the task force goals and objectives.	Initiator in conjunction with the task force members
	3. Establish timelines for achievement of goals and objectives.	Task force members through consensus

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WHERE	HOW	WHEN
In the home, clinic, or school setting	By direct observation of teaching or by questionnaire	After the child has been evaluated and the curriculum written
In the home	1. By demonstration or teaching 2. By audio-visual aids 3. By programmed materials	After the preevaluation is completed
In the home or school	By direct observation, check lists, questionnaires, and by progress of the child	Three to six months after training
In community agencies, from school personnel, or parent and professional organizations	By personal contact, volunteers, or by appointment from an agency	Prior to program initiation
At a central meeting location	By conducting needs survey, evaluating needs, comparing a number of service delivery systems, and securing funds for the development of programs	During the planning phase
At a central meeting location	Task force initiator, in conjunction with task force members, will develop a calendar of activities.	During the first month
At most convenient locations for parents	By scheduling training sessions, securing facilities and materials for training	After the planning stages
In neighborhoods, the community, or in advocacy organizations (state and national)	By personal contact, by referral, by appointment, or by volunteers.	When feasible
At a central meeting location	By conducting a needs survey, evaluating the needs and securing funds	When feasible
At a central meeting location	Task force initiator, in conjunction with task force members, will develop a calendar of activities.	At the first task force meeting

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Implement the procedures delineated by the task force.	Task force and advocacy group members
PARENT AND COMMUNITY: HOMEBOUND 1.4.15. IDENTIFY THE COMPONENTS OF A SUCCESSFUL MODEL TO DELIVER COMPREHENSIVE EDUCATIONAL SERVICES TO EXCEPTIONAL CHILDREN AND THEIR PARENTS IN REMOTE RURAL AREAS.	1. Identify the homebound population in the community to be served.	Knowledgeable and interested person
	2. Determine the special education needs of those children identified as homebound.	Parent, educator, health nurse or physician
	3. Determine the awareness levels of parents and of the community in relation to the problems and special education needs of homebound children.	Knowledgeable and interested persons with assistance from: public health nurses, social workers, educators, and church leaders
	4. Determine the facilities and services available within the community.	Knowledgeable and interested person
	5. Based on homebound children's needs and available services, prepare a report on unmet needs of the homebound.	Knowledgeable and interested advocate
	6. Disseminate the report on the proposed delivery model for homebound children to decision-makers and to parents.	Advocate
PARENT AND COMMUNITY: HOMEBOUND 1.4.16. ORGANIZE COMMUNITY GROUPS TO SUPPORT AND IMPLEMENT LEGISLATION TO PROVIDE APPROPRIATE SPECIAL EDUCATION PROGRAMS AND SERVICES TO ALL HANDICAPPED CHILDREN.	1. Assess the community's perception of priority needs in relation to the homebound population.	Leader from the local parent group
	2. Determine the avenues through which the community members can make their support known.	Leader and members of the parent group

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WHERE	HOW	WHEN
In the local school system, and in local service agencies	As specified by the task force plan	Following the planning stages
In the local community	1. Through interviews with: parents in the home, church leaders, school personnel, public health nurses, physicians, welfare agency employees 2. By contacts with: state agencies, public health agencies, community organizations	To begin immediately after funding is approved
In the home or at a prearranged site	By a screening test and a checklist	Upon identification of the target population
In the local community served	By evaluating services available in structured interviews with parents and with community members selected at random	To begin immediately after funding is approved
In the local community served	By survey questionnaire, and by interviews with local, state, regional and federal agencies	To begin immediately after funding is approved
In the advocate's office	By comparing unmet needs and available resources (which may be underutilized) with reports of model delivery systems available elsewhere	As soon as the data can be collected
Throughout the community and district, and at the state level	By preparing a concise, factual report that lists needs, resources and the proposed delivery system	As soon as a rational, formal report can be compiled
In the local community served	By a survey questionnaire, personal interviews, discussions with community groups, telephone interviews	As soon as appropriate methods and tools are identified to assess the community's perceptions
In the local community served	By contact with community, regional, state and federal agencies; dialogue with other parent groups; communications with local school boards; contact with local, regional, and state legislators	Once priority needs of community members have been assessed

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Publicize the community groups' support of appropriate educational services for all handicapped children.	Parent group members and the leader
PARENT AND COMMUNITY: HOMEBOUND 1.4.17. ORGANIZE PARENT GROUPS TO REPRESENT THE NEEDS OF HANDICAPPED CHILDREN IN THE LOCAL DECISION-MAKING PROCESSES.	1. Assess parent groups' perceptions of priority needs in relation to the homebound population.	Knowledgeable and interested person with parent group leader and parent group
	2. Select a parent group leader.	Parent group leader and other knowledgeable and interested persons
	3. Determine avenues through which the parents can make their needs known.	Parent group leader; knowledgeable and interested person
	4. Notify all parents of identified handicapped children of parent group activities and of services available.	Parent group leader
PARENT AND COMMUNITY: HOMEBOUND 1.4.18. PROVIDE TRAINING FOR PARENTS REGARDING REALISTIC EXPECTATIONS OF HANDICAPPED CHILDREN, LEGAL RIGHTS OF HANDICAPPED CHILDREN AND EFFECTIVE EDUCATIONAL PROGRAMS.	1. Identify interested parents to form a parent group.	An advocate from the educational system or parent group, or a church leader, social worker, educator, or other knowledgeable and interested person
	2. Implement a series of training session(s) for interested parents based on realistic expectations of handicapped children.	Special educator(s), handicapped adult from the immediate or nearby community, or other appropriately trained persons
	3. Conduct training session(s) based on the legal rights of handicapped children.	Legislator or attorney

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WHERE	HOW	WHEN
In the local community served	By informative interviews in the local newspapers, radio interviews, telephone calls, etc.	After the support of a reasonable number of groups has been pledged
In the local communities served	By survey questionnaire, personal interviews, discussions with parent group, and telephone interviews	At the initial meetings of the parent group
In the local community served	Through the democratic process	During the initial meetings of parent group
In the local community served (may include district or larger area)	By contact with community, regional, state and federal agencies, dialogue with school boards, contact with special education administrators	Immediately following the assessment of priority needs of the parent group
In the local community served	By letters, parent meetings, newspapers, educational television, radio, brochures, minutes of meetings or cassette tapes to be sent to all parents not in attendance at parent meetings	Concurrently with parent meetings
In the local community served	By telephone interviews, survey questionnaire, brochures, personal interviews, radio and other media announcements	Once the target population is identified
In local communities served or in individual homes	By brochures, parent meetings, cassette tapes, parents' handbook, on-site visits to existing facilities, educational television (weekly), radio, films, newspapers	To begin once interested parents are identified and materials and resources are prepared
In the local communities served or in individual homes	By presentation of legal information on rights of and due process for handicapped persons; printed information to be distributed to parents in attendance and mailed to those unable to attend	To begin after training session(s) on expectations of handicapped children

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. **Implement training session(s) based on effective education programs for the target population.**	Special educator or a special education consultant
PARENT AND COMMUNITY: HOMEBOUND **1.4.19. HELP PARENTS OF HANDICAPPED CHILDREN INFLUENCE DECISIONS ON SPECIAL EDUCATION PROGRAMS.**	1. **Identify all available special education homebound programs.**	Parent group leader, special education consultant, or special education teacher
	2. **Present to parents and parent groups the accumulated information on available homebound special education programs.**	Parent group leader, special education consultant, or special education teacher (or all three)
	3. **Facilitate avenues for parent interests and decisions to be expressed.**	Parent group leader, special education consultant, or special education teacher
PARENT AND COMMUNITY: HOMEBOUND **1.4.20. ESTABLISH TIMELINES AND TECHNICAL APPROACHES TO IMPLEMENT A CAREFULLY CONCEIVED INFORMATIONAL PLAN FOR EDUCATING THE COMMUNITY TO THE NEED FOR APPROPRIATE HOMEBOUND PROGRAMS.**	1. **Identify all interested community members to serve as a community task force.**	Parent group leader, special educator, or other knowledgeable, interested person
	2. **Implement training session(s) for community task force based on identified special education needs of identified target population.**	Initiator or committee
	3. **Conduct additional training session(s) to report the survey results of the available special education homebound programs.**	Initiator or other appropriate persons

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WHERE	HOW	WHEN
In the local communities served or in individual homes	1. Through group meetings, cassette tapes, newspapers, radio, brochures, parents' handbook, on-site visits to existing programs 2. Tape recordings or minutes to be sent to parents unable to attend	After training session(s) on legal rights
In the communities where homebound programs exist	On-site visits of existing programs, contact with educational agencies, discussion with special education consultant, survey of local, state, federal and private agencies	To begin after training session(s) of expectations of handicapped children are completed
In the local communities served	At parent meetings, through brochures, parents' handbook, newspaper services, radio, etc.	To be presented after the identification of all available special education (homebound) programs and following the training sessions
In the local communities served	By contact with: special education administrators, and local or state legislators — via letters, personal contact, telephone calls	Ongoing process beginning at the termination of the training sessions
Local community served	By telephone interviews, survey questionnaires, brochures, community meetings, personal interviews, newspaper and radio announcements, all directed to church leaders, social workers, educators, parent group members, knowledgeable and interested people	Upon completion of the parent training sessions
In the local community served	At community meetings, by educational television, films, cassettes (to be used with those not attending meeting), newspapers, radio	Once the community task force is identified
In the local community served	At community meetings, by educational television, cassettes, newspapers, radio	Following community task force training session(s)

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Implement additional training session(s) reporting the results of the parents' interests and priorities, and their most favored programs to meet the needs of the target population.	Initiator or other appropriate persons
PARENT AND COMMUNITY: RESIDENTIAL **1.4.21. IDENTIFY THE COMPONENTS OF A SUCCESSFUL MODEL TO DELIVER COMPREHENSIVE EDUCATIONAL SERVICES TO THE EXCEPTIONAL CHILDREN IN RESIDENTIAL INSTITUTIONS.**	**1. Research the available literature, and contact state agencies to identify residential centers that serve similar target populations.**	Facilitator assigned responsibility who may wish to solicit assistance from a university department for research, and who may involve graduate students for assistance for credit
	2. Solicit consultants or graduate assistants to help in outlining a comprehensive summary of the major components of successful models from the state and nation.	Facilitator, university curriculum specialists, program directors, students
	3. Survey existing programs to determine the major components of their models. Develop a questionnaire that will obtain description of models and outline their major components by mail (or in person, if possible).	Facilitator, consultant, students
	4. Survey parents who have children placed in residential facilities to evaluate their expectations and experiences.	Facilitator and staff
	5. Make site visits to identify the unique features of the better models and obtain data documenting the success of programs.	Facilitator with resource personnel skilled in evaluating programs
	6. Compile the information and disseminate across the state, with special emphasis on dissemination in rural, remote areas and to decision-makers — educational and legislative.	Facilitator, students, parent groups, other advocates

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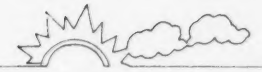

WHERE	HOW	WHEN
In the community served	At community meetings, by educational television, radio, newspapers, cassettes	Following session(s) communicating survey results of available homebound programs
1. Libraries 2. State departments (e.g., public instruction, mental health) 3. Contact with professional organizations (e.g., American Association on Mental Deficiency, Council for Exceptional Children)	By travel, letters, invitations to visitors, literature requests	Allow two weeks
In the office	By collaborative meetings to develop the final model to be used	Allow one month
From the office	By asking for tours, and mailing questionnaires to existing programs	Allow six weeks; develop a follow-up to be mailed four weeks after the survey is sent out
From the office	By questionnaire	Allow six weeks; develop a follow-up to be mailed four weeks after original mailing, if no response.
At the facilities where education and training programs for the target population are operational	By touring facilities, observing program efforts, conferring with educational director, and by obtaining available documents and handouts	As soon as can be arranged, based on the information obtained
From the office	By letter, or brochure outlining exemplary services in easily understood language and format	As soon as the information is accumulated

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	7. Compile technical and sophisticated data for limited dissemination. Send to legislators and selected decision-makers. Have available for others by request.	Facilitator
PARENT AND COMMUNITY: RESIDENTIAL 1.4.22. ORGANIZE COMMUNITY GROUPS TO SUPPORT APPROPRIATE PROGRAMS AND SERVICES TO HANDICAPPED CHILDREN IN INSTITUTIONS.	1. Educate the community to perceive the handicapped residential child as a fellow human, entitled to the same consideration and services provided other children. Bring in a state resource person and residential educational person to describe the needs and resources.	Special education person identified by principal, district or state director of special education in conjunction with parents and advocates
	2. Contact existing advocacy groups to inquire about efforts already made to involve community in this endeavor and support existing efforts. If no group exists, organize parents of children in residential programs to become a local special interest or lobby group.	Committee formed by above coalition
	3. Determine the programs available to children in communities and identify unmet needs of residential groups against the services available to other children.	Coalition committee
	4. Advocate for needed, identified services.	Committee and advocates
PARENT AND COMMUNITY: RESIDENTIAL 1.4.23. INCREASE PARENTS' UNDERSTANDING OF WHAT COMPRISES AN EFFECTIVE SPECIAL EDUCATION PROGRAM.	1. Obtain parent input for program content to be included.	Facilitator and parents
	2. Survey programs currently operating in residential settings; survey programs to be presented to parents as exemplary alternatives to residential placement.	Facilitator, program personnel

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WHERE	HOW	WHEN
From the office	By prepared document containing cost figures, timelines, legal decisions, etc.	As soon as completed
In local communities	Through media, by contacting clubs and organizations, to set speaking engagements	As soon as possible
In local communities	By personal contact	As soon as the above group is formed
Throughout the area, wherever information is available	By letters, personal contact, parent questionnaire on satisfaction with present program	As soon as the group is formed
Locally and throughout the state	By radio, television, and newspaper advertisements, letters to legislators and educational leaders, letters to the editors	As soon as the information is available
In the community to be served	Outline, distribute, and collect a needs assessment from parents	At a predetermined time, or integrated into an ongoing program series
In the community and state	By writing letters to directors of programs for target populations; by making site visits	Allow three months

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Provide demonstrations of exemplary programs currently operating in residential settings and provide demonstrations of exemplary programs being utilized nationwide as alternatives to residential placement, i.e., homebound day school.	Resource personnel facilitator
	4. Prepare easily understood overview of hierarchy of special education services. Include names of key people to contact for information regarding available special education services in a given locale.	Facilitator/resource personnel
PARENT AND COMMUNITY: RESIDENTIAL 1.4.24. ESTABLISH TIMELINES AND TECHNICAL APPROACHES TO IMPLEMENT A CAREFULLY CONCEIVED INFORMATIONAL PLAN FOR EDUCATING THE COMMUNITY TO THE SPECIFIC NEEDS OF EXCEPTIONAL CHILDREN AND THE NEED FOR PROGRAMS TO MEET THOSE NEEDS.	1. Investigate the current program, funding, and training needs of current residents of an institutional facility.	Planning committee, agency staff
	2. Research similar programs in other states and evaluate their approaches to obtaining change.	Planning group members
	3. Hire a professional consultant for marketing plans if possible.	Agency with money
	4. Prepare draft plans for the informational effort based on available media and funds; based on local events for training.	Professional consultant, local staff, volunteers
	5. Share plans with constituent group and residential staff for support and for feedback.	Professional leadership, local leadership
	6. Develop and prepare materials for television, newspapers, and speeches. Use professional skills when available.	Consultant, art firms, media specialists

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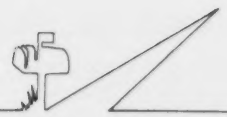

WHERE	HOW	WHEN
In the local community	By multi-media presentations prepared by resource personnel, and by site visits to model programs	Monthly
Where the information is available	Visit the state education department; research and consult with key personnel, invite state education person to present information in workshop using role paying, etc.	To be presented following the demonstrations of exemplary programs
In the residential facility	Through interviews, research	Three months prior to implementation
In other communities; through newspapers, and by calling organizations	Read newspaper articles, get reports from other groups.	Three months prior to planning
Locally	Call state resource person; contract for services.	By the end of the first three months
Local groups, consultants in specific area (state, city)	Work group will contact the local media.	At the end of the first three months
In local groups	By interviews	By the fourth month
Local and consultant facilities	With camera, art supplies, etc.	By the fifth month

TACTICAL ARENAS	TACTICAL STEPS	WHO
	7. Design strategies for special groups (PTA, ladies' clubs, businessmen) to appeal to their interests and to include a trip to the nearest facility, plus films, discussion, testimonies, etc.	Local leaders
	8. Develop evaluation and feedback plan regarding the effectiveness of the program by survey calls.	Local staff committee members
	9. Prepare worksheets of activities including details.	Staff committee
	10. Communicate with key local people for their reactions and suggestions for change.	Planning committee
	11. After promotion, review the informational effort for "do's" and "don't's" for the next time.	Planning committee
PARENT AND COMMUNITY: RESIDENTIAL 1.4.25. PROVIDE TRAINING FOR PARENTS REGARDING THEIR LEGAL RIGHTS, THE RIGHTS OF HANDICAPPED CHILDREN AND ACCESSING EFFECTIVE EDUCATIONAL PROGRAMS.	1. Contact the state legislature and research litigations regarding the rights of parents and of handicapped children.	Facilitator assigned responsibility for carrying out the objectives, i.e., school personnel from the local or the state level or a member of an agency outside education
	2. Contact any parent and child advocacy group in the area for information and a possible plan of action. Explore the possibility of future working relationships to initiate objectives with existing advocacy groups.	Facilitator and members of local groups
	3. Contact national advocacy groups for legal information and methods.	Facilitator
	4. Develop the training program for parents based on the information obtained from advocacy groups and from the law.	Facilitator and resource person

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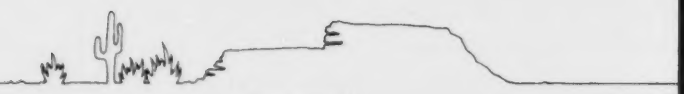

WHERE	HOW	WHEN
In the local area	Discuss, plan and implement a trial run, arrange transportation.	In the fourth month
Locally	Office supplies and telephone	By the fifth month
In the central office	By group and individual activities; test for feedback	In the fifth month
In the local target area	By telephone, letters, and meetings; compile the information obtained.	In the fifth to eighth months
In the central office	Full-day session; compile the information for future reference.	By the tenth month after the campaign began
State education department; local or state legislature, libraries	By phone calls and personal contact, by researching the law, rules and regulations, and guidelines	Prior to making parent contact
In the central office, at regular meeting place of other groups	By personal contact, or conference workshop; prepare objectives and plans to share with the agencies contacted; attempt to develop collaborative efforts	Prior to making parent contact
From the central office	By mail: sources may include the National Association for Retarded Citizens, Council for Exceptional Children	Prior to making parent contact
Locally	Develop the program, develop handouts and audio-visual materials with easily understood content	Six weeks after initiation of the program

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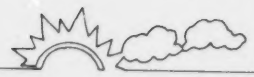

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Obtain a list of parents of residents from administration of residential facilities to make personal contact with parents so that they might avail themselves of services to be offered.	Facilitator and administration of residential facilities
	6. Obtain facilities and schedule training sessions as needed.	Facilitator and group process people if possible
PARENT AND COMMUNITY: RESIDENTIAL 1.4.26. ORGANIZE PARENT GROUPS TO REPRESENT THE NEEDS OF HANDICAPPED CHILDREN TO LOCAL DECISION-MAKERS.	1. Contact the parents of handicapped children and others in the community interested in local programs regarding the needs of handicapped children.	Facilitator
	2. When a group has been identified as interested in dealing with the problem, assign a person to head the group and schedule meetings.	Facilitator and person who will head the group
	3. Assess the needs as seen by the group also, present needs as seen by professionals.	Chairman, group, and consultants who know the needs and problems
	4. Use the group as a force to present needs to local decision-makers.	Person from the group or the group as a whole

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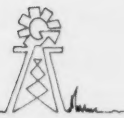
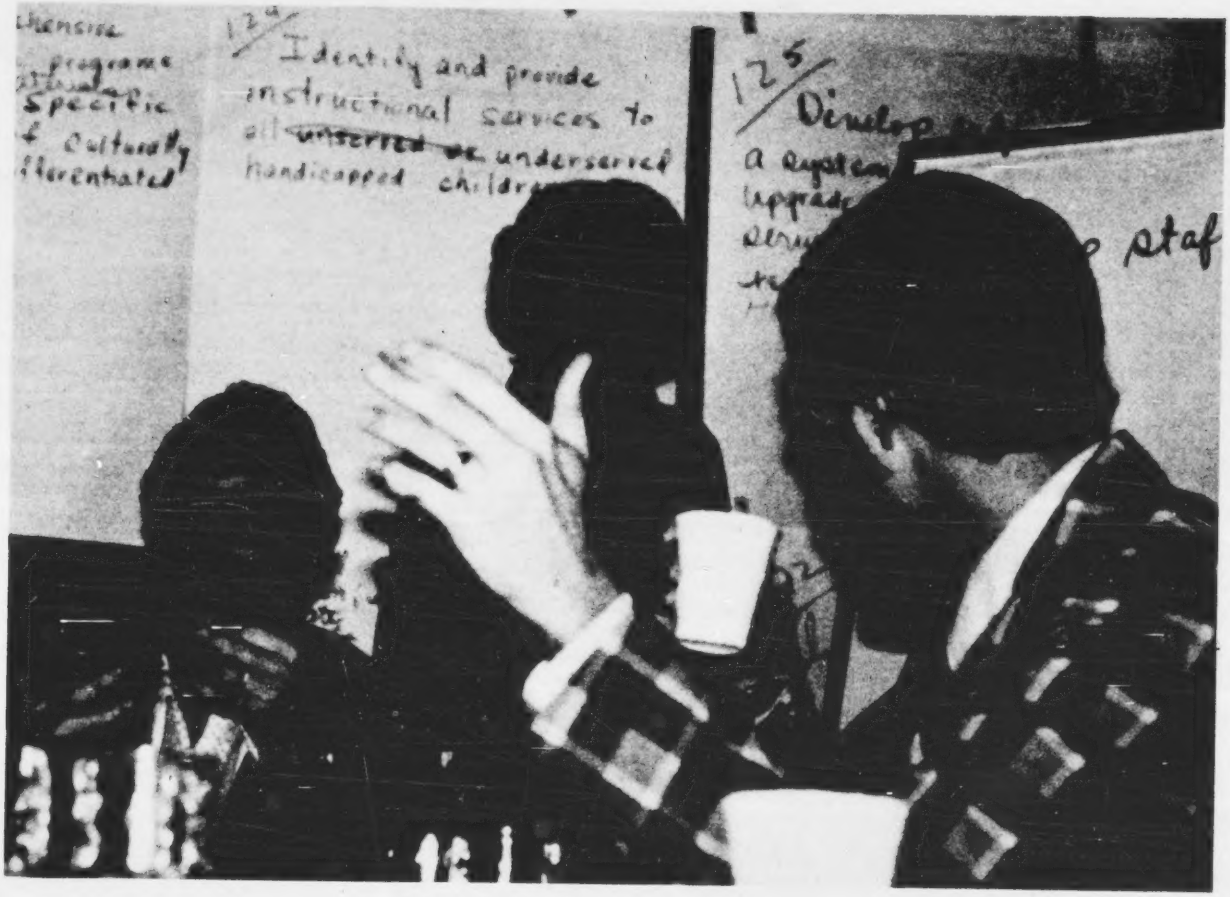


WHERE	HOW	WHEN
Locally	Through personal contact with facility administrator, explaining goals and soliciting assistance	As soon as the program is developed
At a location most convenient to parents	By prepared presentation and handouts of basic information	At scheduled sessions
In the community	By personal contact, telephone or letter	As soon as possible
In the community	Group leader may be assigned or chosen by the group; leader will arrange meeting facilities and notify group of meeting schedule	As soon as possible
In the community	By interaction between parents and consultants	Monthly
In the community	By personal presentations to local decision-makers (legislators, school board, principal, etc.)	When local decision-makers meet


Identify and provide
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ADMINISTRATION TASK FORCE: Communication and Commitment

Resource Person:
Joseph Todd,
Training Specialist,
Coordinating Office for
Regional Resource Centers

Facilitators:
Mike Hardman
Sue Shoemaker

Recorder:
Kathleen Olson

"Looking at the goal statements that we had, we found basically two requirements — to inform and to involve. One level that we were concerned about was the development of understanding and involvement of administrators in the legislative and funding processes, both in the state and federal governments. Another level of concern was emphasis on informing and involving parents of handicapped children in the educational process. A third level concerned the informing and involving of the public at large, the community and milieu in which handicapped children should eventually become involved. Also we were concerned with trying to inform employers of the many attributes of the handicapped and trying to encourage their employment. What will be the effect of what we did? To me that is based on two things: first, the dissemination of the product and second, the manner in which the product is used. I am not worried about the first step because I think that people who need this document will get it. The second step bothers me. You can't force administrators, teachers, parents, or anyone else to read the document and implement the ideas. So my only desire is that, after it is disseminated, people do get the document, read it, digest it, and attempt to implement the many tactical steps. If that is done, I feel we will have been highly successful here in outlining ways to provide special education in rural, remote areas."

— Joe Todd

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TACTICAL ARENAS	TACTICAL STEPS	WHO
2.1.1. ESTABLISH PERSONNEL WITH AN UNDERSTANDING OF PATTERNS IN SPECIAL EDUCATION WHO CAN ASSIST LOCAL SCHOOL DISTRICTS AND EDUCATE LOCAL PERSONNEL AS TO LEGAL METHODS AND MEANS OF ARTICULATING TO STATE LEGISLATORS RESPONSIBLE SOLUTIONS TO LOCAL NEEDS.	1. Formulate resource pool (existing and potential resources).	Bureau of Indian Affairs, Bureau of Education for the Handicapped, Coordinating Office of Regional Resource Centers, Area Learning Resource Centers; state department utilization via agency registry; other key people, state agencies: Health, Education and Welfare, Mental Health, Vocational Rehabilitation, etc.; regional cooperatives, university programs, advocacy groups, community agencies, parent groups, local education agencies
	2. Establish a task force for technical assistance. A task force includes those resource persons who are collectively identified, selected and contracted from a total resource pool for assistance in meeting needs articulated at local, state, regional, and federal levels. The network may be mediated by an ombudsman who serves as contact for the resource pool network.	The state and/or regional agency
	3. The task force functions are (a) to disseminate information and (b) to educate local personnel	See Tactic 1 for list of agencies
2.1.2. EVALUATE AND DOCUMENT PRESENT RURAL SPECIAL EDUCATION PROGRAMS OPERATING UNDER PRESENT STATE AND FEDERAL GUIDELINES TO DEMONSTRATE THE AREAS OF INEFFECTIVENESS AND THE RESULTING INFLEXIBLE COST AND SERVICE PATTERNS.	1. Identify discrepancies between currently served, unserved, and underserved clients due to guideline parameters.	State departments of special education, task force(s), consultants
	2. Compile and analyze evaluations of local programs, i.e., educational and service programs.	State departments of special education, task force(s), consultants

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WHERE	HOW	WHEN
Regional consultant level and/or state level, disseminated to local level and federal level	Check agency registry Write grants Create an ombudsman position	As soon as possible on a periodic basis (by December 1st of each year)
At the local educational service agency	1. Identify areas of need (state and local needs assessment) 2. Identify criteria for authorization 3. Make a decision on authorization 4. Communicate authorization (positive or negative) 5. Review the resource pool 6. Select people from the resource pool who fill areas of need including local education agencies.	On completion of Step 1.
At task force meetings, conferences	Group meetings, tele-conferences (WATS line), newsletters, mail communication	Within 60 days of authorization, or as soon as possible after authorization
At the state level	1. Locate the underserved and the unserved. 2. Identify needs. 3. Construct a list of discrepancies between the guidelines and those who should be served. 4. Make recommendations for reducing those discrepancies.	Ongoing, with at least a yearly status report
At the state level	1. Establish criteria for local evaluations. 2. Design strategies for collecting local evaluation reports. 3. Collect local evaluation reports. 4. Analyze the degree to which existing programs reflect and meet existing guidelines.	Annually

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **Review facilitating and interfacing guidelines.**	State department of special education
2.1.3. **MAKE THE RURAL DISTRICT RESPONSIBLE FOR ASSURING THAT PARENTS GAIN A KNOWLEDGE AND UNDERSTANDING OF THE SPECIAL PROGRAMS AND COMPONENT NEEDS TO HELP GAIN THEIR ACCEPTANCE AND INVOLVEMENT IN PROGRAM PLANNING.**	1. **Make parents of handicapped children aware of special education programs.**	Administrators, teachers, counselors, resource teachers, parents already active in parent programs, regular education students
	2. **Involve parents in special education programs.**	Same as Step 1 above

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WHERE	HOW	WHEN
At task force meetings or communication sessions, at state department offices, or at project sites	1. Analyze the relationship between existing guidelines and existing programs within the state. 2. Analyze successful projects from other states, and the relationship between those projects and the state guidelines from the respective states. 3. Identify guidelines which: a. facilitate effective programs/projects b. need to be modified in order to support successful programs/projects. 4. Submit suggestions for modification of existing guidelines, (to be accompanied by supportive data specifying needed changes) to those charged with the construction and modification of current guidelines. 5. Adapt or modify current guidelines.	Annually, through a review of exemplary project final reports and task force findings
In the local schools	1. Develop a handbook describing available programs and services. 2. Teacher will hold an open house in the classroom. 3. Hold a staffing to include parents and teachers. 4. Parent advisory committees will consult with parents who are unaware of special education programs.	Begin wnen a handicapped child is identified and continue during the child's period of service.
In the local schools	1. Communicate alternatives for parent involvement based on a survey of successful projects and needs assessment. 2. Select alternatives consistent with needs and administrative constraints. 3. Involve parents in existing parent programs, such as Association for Retarded Citizens, and Association for Children with Learning Disabilities. 4. Invite parents to inservice training activities, workshops, and conventions.	On an ongoing basis

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.1.4. PROVIDE ASSISTANCE TO REMOTE, RURAL AREAS IN IDENTIFYING THEIR NEEDS AND PROBLEMS THROUGH SPECIAL EDUCATION AGENCY INTERVENTION.	**1. Conduct a needs assessment.**	State department of special education Task force Consultant
	2. Perform an on-site observation and visitation.	State department of special education Task force Consultants
2.1.5. DESIGN A SYSTEM FOR COMMUNICATION AND COOPERATION AMONG STATE EDUCATION AND SERVICE AGENCIES' STAFF MEMBERS.	**1. Assign a resource coordinator.**	The appropriate administrative unit
	2. Develop or obtain an agency registry containing an agency description as to what services are available.	The resource coordinator
	3. The resource coordinator will develop and maintain liaison with local and state service agencies.	The resource coordinator

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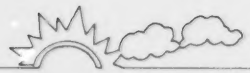

WHERE	HOW	WHEN
In the local educational agency	1. Communicate technical assistance services available to agencies. 2. Lobby for a needs assessment, convincing those in decision-making positions of the value of a needs assessment: a. identify issues for and against b. develop a rationale for a needs assessment c. identify the population whose needs are to be assessed d. assist local education and service agencies in developing plans for a needs assessment.	As soon as possible
At the site of the local education agency	Establish criteria for observation Carry out logistics Summarize needs through written report of the observations	Periodically as scheduled
In the appropriate administrative unit, i.e., school district, county, service areas, etc.	Announce position opening and elicit responses from interested school personnel	Before the beginning of the school year
The appropriate administrative unit	1. Determine information and agencies to be included by personal contact with all known agencies, referrals, telephone survey, and questionnaires. 2. Collect information (local, state, federal). 3. Compile information. 4. Distribute the registry to local levels. 5. Make provisions for up-dating the registry.	Before the beginning of the school year
The appropriate administrative unit	1. Initial contact by mail or phone 2. Follow-up mail and phone communications by a personal visit 3. Participation in local, regional, state, and/or national conventions 4. Follow-up and ongoing communication	On an ongoing basis

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. **Develop and maintain liaison and public relations with the consumer or potential consumer (parent, child, teacher, service agency, administrator, community, etc.).**	The resource coordinator
	5. **Periodically evaluate the communication system with state and local agencies.**	The resource coordinator
2.1.6. **TREAT HANDICAPPED PEOPLE WITH AS MUCH ACCEPTANCE AND KINDNESS AS OTHERS.**	1. **Create a public relations program to make the public aware of handicapped citizens.**	Parent groups, advocacy groups, school personnel, and appropriate organizations
	2. **Conduct inservice training to make educators aware of the handicapped citizen's needs.**	Resource consultants, special education teachers, well-known spokesmen, advocacy group and parent group representatives, college personnel and students

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WHERE	HOW	WHEN
In the local community	Media, public meetings, personal contacts, presentations to service and civic organizations	On an ongoing basis
In the administrative unit	1. Determine the presence of observable change in service to children and citizens. 2. Gather input from consumer groups. 3. Obtain feedback from agency involvement. 4. Secure teacher evaluations. 5. Document the use of services based on numbers of requests.	Quarterly
In the administrative unit	1. Media 2. Increase the visibility of the handicapped in the community: a. open houses of facilities for handicapped b. mainstreaming c. Awareness Week d. Special Olympics e. encourage employment of handicapped with local businesses f. establish advocacy groups g. integrate with Boy and Girl Scouts, church activity groups	On an ongoing basis
At participants places of work	1. Require special education courses for teacher certification. 2. Encourage communication between regular education and special education people: a. plan workshop visitations to exemplary projects b. include educators in special education activities, such as the Special Olympics	On an ongoing basis

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **Promote and enforce legislation regarding the rights of handicapped citizens.**	All concerned citizens, parents, advocacy groups, school personnel, service and civic organization members

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WHERE	HOW	WHEN
On all levels of society	1. Conduct a needs assessment to show the level of discrepancy between needs and present levels of services available. 2. Support candidates for political office who favor legislation for the handicapped.	Ongoing throughout the year with emphasis during the legislative session

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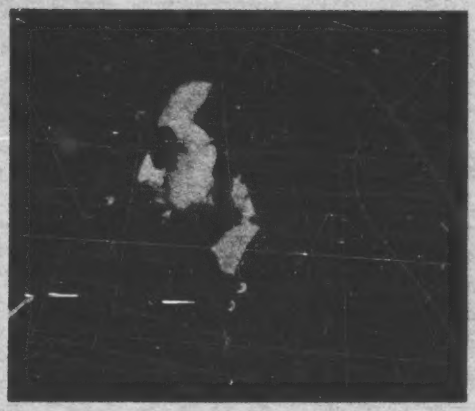
ADMINISTRATION TASK FORCE: Staffing



Resource Person:
Richard Zeller,
Associate Director,
Northwest
Regional Resource Center

Facilitator:
Mack McCoulskey

Recorder:
Jeri Mizuno

"We looked at the four goals from Portland that dealt with staffing. We ended up with about two or three words out of those and in about an hour generated six goals that made a lot more sense to us. Those six we divided into two groups, one which dealt principally with issues related to staffing at a local level and the other which related to staffing at regional and state levels. The local level group came up with three goals: basically, the first involving recruitment, the second, retaining competent staff -- which seems to be a principal difficulty in rural areas -- and third, recruiting people on a temporary basis -- for pilot projects, developmental projects, that will help develop staff and program. I think the third goal is an interesting one that has not been utilized enough. The state level we also broke down into three basic goals: one dealing with long-term manpower projection (something we don't often do); second, statewide strategies to support recruitment in rural areas. There are some things we decided a state department could do better than local systems operating in isolation. We came up with some ideas under that goal -- some new, probably some old -- for bringing candidates and local administrators from rural areas together that I think might be helpful. We also came up with some ideas to get training institutions involved to make students in training more aware of the opportunities in special education in remote, rural areas. The third goal dealt with the state development of support systems for staff on a larger-than-local level, involving things like instructional material centers on a county-wide basis, multidisciplinary teams for diagnosis, prescriptions, programs and evaluations, and so on. That is a quick overview. The information looks good."

-- Richard Zeller

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TACTICAL ARENAS	TACTICAL STEPS	WHO
2.2.1. ESTABLISH LONG-TERM STAFFING PROJECTIONS TO MEET THE NEEDS OF ALL HANDICAPPED CHILDREN IN REMOTE, RURAL AREAS.	**1. Analyze "child find" data from local districts.**	State department of special education staff
	2. Identify those programs which are needed, based on short-term (two year) to long-term (ten year) projections relevant to the needs analysis.	State department of special education staff, plus local education agency representative
	3. Determine available manpower resources.	Representative of the local education agency and state department of special education staff
	4. Determine staff needed for short- and long-term projections that cannot be met by available manpower resources.	State department of special education staff and a local education agency representative
2.2.2. RECRUIT STAFF FOR PILOT OR DEVELOPMENTAL PROJECTS TO ASSIST IN LOCAL PROGRAM DEVELOPMENT AND SPECIAL EDUCATION, STAFF DEVELOPMENT, ETC., AT THE LOCAL, RURAL LEVEL.	**1. Specify needed projects.**	Local educational agency personnel

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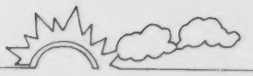
WHERE	HOW	WHEN
At the state level	In terms of these possible considerations: **a.** urban/rural **b.** served/underserved/unserved **c.** currently served outside local area **d.** age **e.** remedial rates for identified children **f.** population trends **g.** needs according to handicapping condition	Annually
At the state level	By correlating demonstrated needs data from the state master plan and state guidelines, in order to determine the number of programs, by type, needed in two years and in ten years	Annually after Step 1
At the state level	Developmental Disability Councils, special education resource directories, human resource directories, local education agencies, other agency personnel, consultants and contract personnel, university clinics, institutions, rate of teacher production from training, attrition rate of teachers	At least annually
At the state level	**1.** Determine the capability of existing resources to meet projected needs. **2.** List needs which cannot be met by short range (two year) and long-range (ten year) projection.	After completion of Step 3
At the local educational agency	**1.** Perform a local needs assessment. **2.** Survey local teachers for their ideas. **3.** Obtain parental input on a set format. **4.** Obtain input from interested community members. **5.** Draw up a document of needed projects.	Ongoing



TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Identify sources for obtaining assistance.	Local educational agency personnel
	3. Communicate projects to potential assistance sources.	Involved personnel at the local educational agency
	4. Assess project needs and provide for local arrangements to meet those needs.	Involved personnel at the local educational agency
2.2.3. IDENTIFY OR PROVIDE FOR SYSTEMS TO SUPPORT THE STAFF IN RURAL REMOTE SPECIAL EDUCATION SERVICES.	1. Provide for itinerant, multi-disciplinary support teams (state, regional, county, district) in remote, rural districts to identify, assess, and prescribe programs.	The director of the state department of special education
	2. Provide staff for regional (county) special educational materials and training centers to serve remote, rural special education.	The state department of special education, with input from staff in remote, rural areas
2.2.4. DEVISE STATEWIDE STRATEGIES TO SECURE AND RETAIN COMPETENT SPECIAL EDUCATION PERSONNEL AT THE LOCAL LEVEL IN REMOTE, RURAL AREAS.	1. Identify or establish a state-level locus of advocacy for the staff recruitment and development needs of rural areas.	The state director with rural staff and advocate's input

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WHERE	HOW	WHEN
At the local educational agency	1. Request sources from the state education agency. 2. Contact appropriate private companies or public agencies. 3. Contact the appropriate departments in colleges and universities.	Annually at the beginning of the school year
From the local educational agency to possible sources of assistance	Present document of projects by personal appointment, telephone, mail, or media presentations.	On an ongoing basis
At the local educational agency	By supplying names of capable job candidates to local administrator	As soon as pilot is underway
At the state level	1. Research existing multidisciplinary team models (through ERIC, site-visitations, etc.). 2. nitiate an organization model applicable to the state and region, utilizing available local education agency resources, specifically hired staff, and other possible state resources. 3. Provide budgetary support to regional units, cooperative units, etc. 4. Develop guidelines for team operation including local education agency staff involvement, a description of the team specialist's function, and referral and service follow-up procedures.	When specified by the state master plan
At the state level	By providing money for hiring staff, by examining existing models (see above)	When specified by the state master plan
In state offices	1. Hire or assign a remote, rural specialist, a regional liaison person in rural areas, and a rural advocacy council 2. Survey existing local education agency special education staff to determine what areas to train.	As soon as possible (if council meets at least quarterly)

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. **Identify sources of trained special education personnel potentially available to rural, remote programs.**	State department of special education staf.
	3. **Establish a format for bringing together groups of potential candidates and remote rural administrators.**	State department of education staff, training institution staff, and local education agency representatives
	4. **Develop commitments on the part of training institutions to bring awareness to students presently in training of the opportunities in special education in rural areas.**	State department of education staff
2.2.5. **RETAIN, AT THE LOCAL LEVEL, CERTIFIED, COMPETENT, AND TRAINED SPECIAL EDUCATION PERSONNEL IN RURAL AREAS.**	1. **Develop attractive fringe benefits.**	The local education administration and school board
	2. **Make provisions for professional development.**	The local educational administration and school board

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WHERE	HOW	WHEN
In state offices	1. Survey all state, regional, and selected national training institutions with special education program preparation. 2. Survey local education agency substitute rosters for unemployed special education personnel.	On an ongoing basis
At the state office	By holding recruiting conferences and obtaining state-provided per diem and travel to students to travel for interning	At recruiting time; annually
At the training institution or in a rural district	1. Hold practica and internships in rural, remote areas. 2. Use rural, remote administrators as guest lecturers. 3. Provide opportunities for field-based training in rural, remote areas. 4. Where possible, revise the existing curriculum to reflect the needs of rural, remote areas.	As soon as possible.
At the local educational agency	1. Through negotiations with school board 2. By showing the need and suggesting a rationale 3. By investigating cooperative arrangements with other districts for benefit plans at lower rates	Prior to contract negotiations with teachers
At the local educational agency	By utilizing the following methods: 1. Negotiating with the school board 2. Influencing administrative decisions 3. Writing provisions into long-range planning 4. Providing inservice training 5. Providing recertification credit	Prior to contract negotiations

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Utilize local resources to develop and maintain teachers' interest in the community.	District administrators, teachers, parents, and parent groups
	4. Demonstrate a high-level priority for the special education program.	Administration, school board, and parents
	5. Actively encourage local staff to assume special education functions.	All of the school personnel
	6. Insure that special education staff and regular education staff are jointly involved in all school operations.	All of the school personnel
2.2.6. RECRUIT, AT THE LOCAL LEVEL, CERTIFIED COMPETENT, AND TRAINED SPECIAL EDUCATION PERSONNEL IN RURAL AREAS.	1. Develop job specifications and desirable qualifications.	Involved local educational agency personnel
	2. Identify all referral sources for obtaining certified, trained, and competent personnel.	Designated local school personnel

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WHERE	HOW	WHEN
At the local educational agency	1. Organize parent groups. 2. Involve local service clubs. 3. Involve professional service agencies. 4. Encourage involvement in social, cultural, religious, recreation and other groups as warranted.	Continuously
In the school	1. Provide the funds and facilities. 2. Provide a release for training time. 3. Encourage a positive attitude regarding the importance of special education.	Continuously
In the local educational agency and the individual school	1. Provide a salary differential. 2. Provide additional training. 3. Provide recertification credit.	As appropriate
In the local educational agency and individual agencies	1. Include special education staff in all regular staff meetings. 2. When and where possible, integrate special education programs. 3. Insure the inclusion of special education staff in information flow (memos, routing slips, etc.).	Continuously
At the local educational agency	Form workshops to revise, add to, or modify existing job descriptions.	On an ongoing basis and 60 days prior to hiring
At the local educational agency	1. Request lists from state educational agency. 2. Contact placement services of higher education. 3. Contact state employment services. 4. Contact private employment agencies. 5. Contact school personnel.	As job descriptions are developed

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Develop information packets with details about the job and the area	Community and school personnel
	4. Disseminate information to applicable areas.	Designated local school personnel
	5. Actively encourage the local staff to assume special education functions.	The local educational administration staff
	6. Receive, review, and screen applications.	The local educational agency designate
	7. Interview best-qualified applicants.	The local educational designate
	8. Collect additional information, if required, from the best qualified applicants.	The local educational agency designate
	9. Review selection information and select the best candidate	The local educational agency designate

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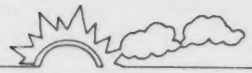
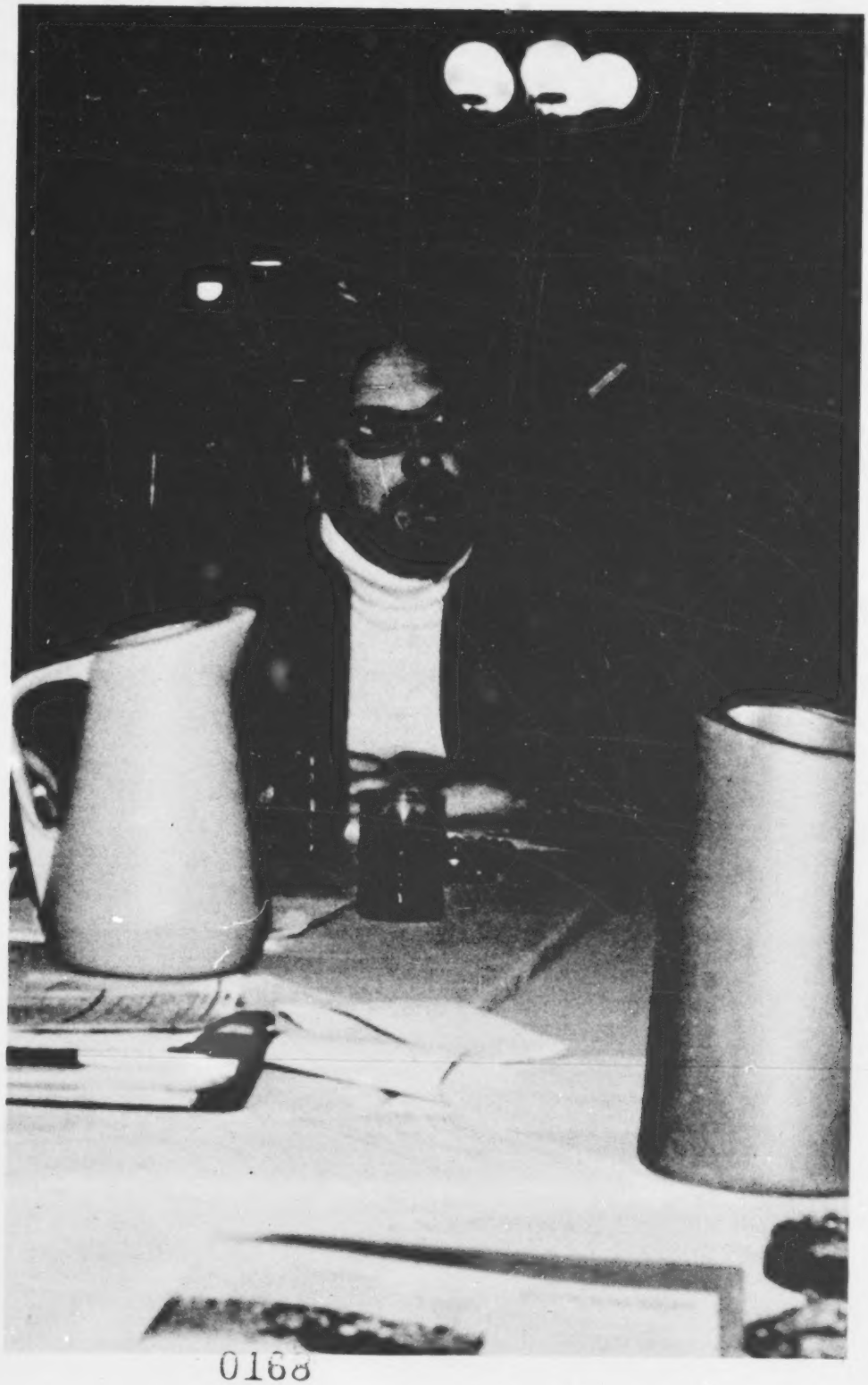


WHERE	HOW	WHEN
At the local education agency and where community resources can be found	1. Collect information from community resource people. 2. Select the most appropriate information to meet needs. 3. Compile and publish the information packet.	Concurrently with the completion of job descriptions
From the local education agency	By mail, by media, by personal contact	As required
In the local educational agency and the community	1. Providing inservice training 2. Release time for on-site visits 3. Additional formal training	To be ongoing in appropriate instances
In the local educational agency	1. Establish a screening committee. 2. Do an initial screening on all applications comparing job qualifications to applicant resources. 3. Design a performance test.	30 days before hiring personnel
At the local educational agency and the community	1. In person 2. By telephone 3. By written communication	As required
At the local educational agency	1. By obtaining written references 2. By conducting telephone interviews with references (especially previous employees) 3. By having the best applicants submit to a performance test	As required
At the local educational agency	1. Rank the best applicants in terms of qualification, experience, interview, and performance test. 2. Select the best applicant (attending to, but not necessarily being controlled by rankings).	As required



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ADMINISTRATION TASK FORCE: Responsibility and Accountability

Resource Person:
Wayne Johnson,
Technical Assistance Director,
Coordinating Office for
Regional Resource Centers

Recorder:
Bobbi Cole

"Our area was within the Administrative Task Force, zeroing in on responsibility and accountability. As we started grappling with this we were questioning ourselves, I think, about what kinds of expertise we had on board that could lend some good, sound thinking to tactical steps — the how's, the why's, the when's, the who's. When our group met, the people had already been working in other groups for a day and a half. They were ready for this new challenge, and the proceedings went at a crisp pace. I think this was necessary to get the information out and make it most explicit. We wanted our part of this conference to represent a consensus so that as people look at the document out in the field they will know we had them in mind."

— Wayne Johnson

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TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1. DEVELOP, IMPLEMENT, AND EVALUATE POLICIES AND PROCEDURES TO PROVIDE THE MOST APPROPRIATE EDUCATIONAL SERVICES TO HANDICAPPED CHILDREN THROUGH A COMMUNICATION NETWORK AMONG PARENTS, EDUCATORS, AND LEGISLATORS.	**1. Establish a communication network of parents, educators, and legislators.**	A statewide ad hoc task force
	2. Plan and develop policies and procedures to provide the most appropriate educational services to handicapped children.	Communication network participants in cooperation with the local education agency
	3. Implement policies and procedures to provide the most appropriate educational services to handicapped children.	Communication network participants in cooperation with the local education agency

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WHERE	HOW	WHEN
On the site of the scheduled meeting place	1. Identify interested parents, educators, legislators. 2. Utilize surveys, questionnaires, TV spots, radio. 3. Distribute printed media such as brochures. 4. Schedule meetings of appropriate groups. 5. Obtain a commitment of those interested in becoming a part of the communication network. 6. Coordinate through a parent advisory group. 7. Identify a statewide special education advisory council. 8. Establish an ad hoc task force to formulate a communication network. 9. Provide guidelines for the local ad hoc task force.	After the designation of a statewide ad hoc task force, with a scheduled meeting
At the site of the scheduled meeting place	1. Determine numbers and types of existing special education programs and students served. 2. Determine current operating policies and procedures on a local, state and national level. 3. Assess special educational needs of unserved and underserved populations. 4. Evaluate programs, policies, and procedures for modification or addition. 5. Develop a timeline for implementation.	Upon the establishment of a communication network
At an appropriate site	1. Identify participating districts. 2. Conduct an inservice on the findings of the needs assessment, recommendations from the needs assessment and the revision of policies and procedures. 3. Disseminate written policies and procedures.	Upon completion of the developmental phase

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. **Evaluate policies and procedures to provide the most appropriate educational services to handicapped children.**	Communication network participants in cooperation with the local education agency
2.3.2. **ASSIST AND SUPPORT RURAL AND REMOTE DISTRICTS IN IMPLEMENTING APPROPRIATE SPECIAL EDUCATIONAL SERVICES FOR HANDICAPPED CHILDREN.**	1. **Develop a plan to provide assistance and support to rural, remote districts.**	The state department of education in cooperation with the local education agency
	2. **Implement the plan to assist and support rural, remote districts in order to provide appropriate special educational services for handicapped children.**	State department, local education agencies, and cooperating school supervisors

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WHERE	HOW	WHEN
	4. Provide technical assistance and support for implementing policies and procedures. 5. Conduct monitoring of program implementation.	
At an appropriate location	1. Determine numbers and types of special education programs. 2. Determine numbers of students served and unserved. 3. Compare data in the initial needs assessment (Tactic 2) to that from the secondary needs assessment. 4. Assess the improvement in special education student performance in using objective testing instruments. 5. Survey participating parents, educators, and legislators regarding their subjective evaluation of the effectiveness of the programs, policies, and procedures.	After the implementing phase
In the state department of special education	1. Analyze the data from 2.3.1 Tactic 3 regarding rural, remote areas to determine the present service level. 2. Investigate geographic constraints, transportation, and delivery systems. 3. Determine needed support programs. 4. Identify human, material, and fiscal resources. 5. Develop a timeline and identify persons responsible for implementation.	After the completion of Goal 2.3.1
On site and at the local education agency	1. Identify participating districts. 2. Hire the support staff, such as coordinators and facilitators. 3. Notify the participating districts of the inservice. 4. Implement a support service system.	After the completion of the planning phase

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Evaluate the assistance and support service systems to rural, remote school districts.	Support staff, local education agencies and state department staff
2.3.3. ACTIVELY SEEK FEDERAL AND STATE FUNDING SPECIFICALLY DESIGNED FOR SERVICES TO HANDICAPPED CHILDREN IN RURAL, REMOTE AREAS.	1. Create an awareness that federal and state program supports are available for services to the handicapped.	Regional Resource Center Staff, professional organization staff, and state special education directors
	2. Establish a communication system between the local districts and the state in terms of what money is available and where, and procedures on how to secure it.	A designated advocate
	3. Write a support program (grants, specialized monies, etc.) to meet needs in the local districts.	An advocate using backup assistance such as technical persons and Regional Resource Center staff
2.3.4. DEVELOP GUIDELINES TO ASSIST LOCAL SCHOOL DISTRICTS TO BE RESPONSIBLE AND ACCOUNTABLE FOR THE EDUCATION OF SEVERELY HANDICAPPED CHILDREN IN THEIR JURISDICTION.	1. Research exemplary programs.	1. State departments of special education 2. Regional Resource Centers 3. Educational task forces

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WHERE	HOW	WHEN
	5. Establish a schedule of regular on-site visits with each district. 6. Provide materials to districts on request.	
On location at the remote school districts	1. Determine the numbers and types of special education programs. 2. Determine the numbers of students served and unserved. 3. Compare the data analysis in Step 1 to the current level of increased, improved programs. 4. Assess improvement in special education student performance by using objective testing instruments. 5. Survey participating parents, educators, and legislators regarding their subjective evaluation of the effectiveness of the programs, policies and procedures.	After the completion of the implementation phase
In school districts, local education agencies, state education agencies, and parent groups	Through inservice legislative provisions	Immediately
In the local education agency	By use of: telephone, mail, meetings, and on-site visitations	Continuously
On a local level	By following established guidelines, accumulating information, forms, etc.	Continuously
On a local, state or regional level	By conducting an ERIC Search and requesting technical assistance	Immediately

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Establish local constraints in setting guidelines for program services to the severely handicapped with the local school district.	A survey team appointed by the local education agency
	3. Write guidelines for responsibility and accountability in terms of local education opportunities for children with severely handicapping conditions.	By a local education agency team of advocates or technical assistance consultants
2.3.5. DEVELOP AND IMPLEMENT A PROCEDURE FOR LOCAL ACCOUNTING AND REPORTING TO THE STATE DEPARTMENT OF EDUCATION OF FUNDS EXPENDED FOR SPECIAL EDUCATION PROGRAMS.	1. Identify the appropriate person(s) with the responsibility for accounting and reporting the expenditure of special education funds.	Local education agency staff members
	2. Identify the appropriate instruments and procedures for obligating and expending special education funds.	The state director of special education, in cooperation with local education agencies
	3. Establish a timeline for reporting special education funds expended.	The state director of special education in cooperation with the local education agency
2.3.6. DEVELOP A COST ANALYSIS PROGRAM FOR CATEGORICAL SPECIAL EDUCATION SERVICES IN RURAL AREAS.	1. Identify appropriate persons with the responsibility of developing and implementing special education programs.	The local education agency's designated staff
	2. Identify geographic areas to be served with special education programs.	By local education agency and/or appropriate agency staff members
	3. Specify the human, material, and fiscal cost of resource personnel to provide the needed services.	By local education agency and/or appropriate agency staff
	4. Analyze the cost of delivery of needed services.	Local education agency and/or appropriate agency staff

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WHERE	HOW	WHEN
In the local district	Survey the spectrum of the children's handicapping conditions, resources available, community sophistication level, population distribution, and geographic aspects.	Begin three to six weeks after Step 1.
At the local education agency, regional service agency, or state education agency	Proposed guidelines to be accepted by the local education agency board and to be implemented by a legislative mandate	Begin within one year after Step 2
In the respective administration units	The highest administrative office will designate the appropriate staff personnel	Accounting and reporting procedures will be implemented upon the establishment and funding of special education programs within the existing administrative unit.
Secure guidelines from the state department of education	Via verbal or written communication with the state department of special education	Continuing, ongoing process
At the state department of education	As prescribed by applicable law and/or rules and regulations	As mandated or requested by funding source
In the respective administrative units	As mandated by the appropriate authority	As mandated or requested by funding source
In the respective administrative units	Utilizing programmatic funding	As needed
In the respective administrative unit	By usual administrative communication means	As mandated or requested by funding source
In the respective administrative unit	As specified by the administrative office in the district or state.	As mandated or requested by funding source.

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LEGISLATION TASK FORCE: Law

Resource Person:
David Shearer,
Director,
Portage Project

Facil[illegible]
Bill W[illegible]

Recorder:
Nancy Philabaum

"All the other areas we have been talking about, the identification, training, curricula, administration, all of these are obviously very important. But, without legislation, without law, and without funding, we can forget about all the other areas. We had better start learning to deal with the legislative systems. We, as educators, need to learn to function as a catalytic group in securing services and programs for all children and parents and families having special needs. The results of our one day's work obviously will need a great deal of refining. The one final statement I would like to make is the dedication displayed by the group to stay through — to cut the lunch hour short, no break at five, to follow right through until we were done — tells me that the services and programs for children in rural remote areas are in good hands."

— David Shearer

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TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.1. IDENTIFY AND PROVIDE ACTIVE VEHICLES THAT CAN BE USED TO INFLUENCE STATE, LOCAL, REGIONAL, AND FEDERAL LEGISLATIVE BODIES TO RESPOND WITH ENABLING LEGISLATION AND APPROPRIATIONS TO ENSURE ACTION FOR EXCEPTIONAL CHILDREN IN RURAL AREAS.	1. **Survey existing active organizations and other vehicles which are currently involved in influencing legislation, and define the goals and objectives of those vehicles.**	Contact the following: 1. Consumer groups, i.e., Associations for Retarded Citizens, Associations for Children with Learning Disabilities, and other groups. 2. Professional groups, e.g., Council for Exceptional Children, American Association for School Administrators, American Speech and Hearing Association, etc. 3. State departments of education 4. Private groups 5. Lobby Groups, e.g., National Education Association, Council of Chief State School Officers, etc. 6. Bureau of Education for the Handicapped 7. Higher education
	2. **Select the best components of those groups or active vehicles which were surveyed.**	Initiate a multiagency task force composed of representatives from groups contacted during the above survey
	3. **Disseminate/assimilate information regarding those best components which were selected.**	Contact legislators, community groups, parents, administrators, teachers, or other appropriate personnel.
	4. **Assess and evaluate the legislative activities of existing groups.**	Administrators, professional groups, consumer groups, legislators, parents
	5. **Initiate new groups.**	Contact administrators, professional groups, consumer groups, legislators, parents.
3.1.2. ORGANIZE COMMUNITY GROUPS TO INFLUENCE THE ENACTMENT, FUNDING, AND IMPLEMENTATION OF LEGISLATION TO PROVIDE APPROPRIATE SPECIAL EDUCATION PROGRAMS AND SERVICES TO ALL EXCEPTIONAL CHILDREN.	1. **Provide action groups within the service area with information regarding the proposed legislation as related to funding and implementation of legislation.**	The state superintendent of public instruction, district superintendent or advocacy groups

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WHERE	HOW	WHEN
In the local community, the state or territory, the region, or the nation	A written instrument, such as the following sample questionnaire: What is the name of your group? What are the eligibility requirements for your group? How was your group formed? What are the goals of your group? What are the objectives of your group? Why was your group formed? Who in your group is responsible for directing the legislative activities of your group? Is this person available and willing to work on a task force? Do all of your group members function as legislative activists? Does your group have funds for lobbying type activities? Does your group have an information dissemination component, e.g., newsletter, bulletins?	At least six months prior to the legislative session
On the local, community, state or territory, regional, or national level	Review the survey to identify components such as: key people, financial structure, information services, etc. Develop a committee report.	One month after the survey has been initiated or as viewed appropriate
On a local, state, regional, or national level	Publish the materials through the media. Disseminate them through any available means.	Two months after the surveys or as seen appropriate
On a local, state, regional, or national level	Provide evaluation information through a publication.	As determined by multiagency task force in "Who" under Step 2.
In the state, territory, or local community	Propose guidelines for the initiation of legislative activity groups.	After the evaluation of existing groups
In the state, region, district, or community	Advocacy groups will contact action groups through: conferences task forces newsletters television, radio, newspapers, etc. professional associations	At least six months prior to when legislative session convenes

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. **Create an advisory council to develop a legislative platform related to the enactment, funding, and implementation of the legislation.**	The state superintendent of public instruction, district superintendent of chairmen of the advocacy groups
	3. **Disseminate information related to the proposed legislative platform.**	Each action group, legislative committee, and/or public information committee
	4. **Evaluate the dissemination process.**	The advisory council, the district superintendent, advocacy groups, etc.
3.1.3. **OBTAIN COMPREHENSIVE LEGISLATION WHICH ESTABLISHES THE RIGHT OF EACH EXCEPTIONAL CHILD TO AN EDUCATION.**	1. **Identify problems which require legislative action.**	Advocate organizations or individuals, including parents, professionals and service groups
	2. **Contact supportive legislators for sponsorship of legislation.**	Advocate organizations or individuals
	3. **Formulate legislation: (1) have the bill written, (2) have the bill reviewed, (3) have the bill introduced.**	The legislator and his staff will write the bill. The advocate's attorney, in cooperation with the advocacy group, will review the proposed bill. The chosen legislator will introduce the bill according to state guidelines.
	4. **Formulate a strategy for passing and funding of legislation.**	A joint effort through legislative personnel and the original sponsoring organization

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WHERE	HOW	WHEN
In the state, region, district, or local community	An assigned facilitator will appoint representatives from various action groups within the service area.	Within two months after completion of the initial dissemination process.
In the state, the district, the region, or the local community	By utilizing the news media, tapping professional organizations, organizing conferences, writing newsletters, etc.	As determined by the advisory council
On a state, regional, district or local community level	Review the previous steps.	Within at least one month before the legislature convenes
On statewide, regional and local levels	1. Assess needs for programs and services for exceptional children. 2. Review existing legislation in the home state. 3. Review Council for Exceptional Children model legislation. 4. Review legislation from other states. 5. Obtain input from state legislators.	As the need arises
On state, regional and local levels	Ascertain who the supportive legislators are by reviewing the voting records. Establish personal contact with the appropriate legislators.	After the formulation of the proposal and before the opening of the legislature
In the state legislature	Use guidelines provided from the initial information and use the information gained from legislator. Introduce legislation according to state procedures.	While legislature is in session, as early as possible
On statewide, regional and local levels	Educate and solicit support from: 1. The general citizenry through public hearings, media campaign, personal contact. 2. Legislators through lobby action. Negotiate the final strategies.	On an ongoing basis until the bill is passed

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.4. DESIGN PROGRAM STANDARDS AND GUIDELINES TO IMPLEMENT THE ENACTED LEGISLATION FOR ALL EXCEPTIONAL CHILDREN AND YOUTH IN RURAL, REMOTE AREAS WHICH WILL ENSURE THE DELIVERY OF APPROPRIATE SUPPORTIVE SERVICES.	1. **Review legislation and program guidelines as they exist.**	The state superintendent and staff
	2. **Elicit consumer input.**	Parents, special educators, administrators, school boards, advisory committees, and training institution staff
	3. **Draft program guidelines.**	The state superintendent's staff, with consultants as needed
	4. **Circulate for review, and then finalize the guidelines.**	The same people under Tactical Step 2.
	5. **Submit the guidelines for adoption and implementation by responsible regulatory agencies.**	The state school board and the department of education

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WHERE	HOW	WHEN
At the state department of education	Organize a task force, which may include attorney, budget and management specialists, planning and evaluation specialists, inservice people, and other consultants as needed.	When major changes occur
On statewide, regional, district and local levels	Through preliminary hearings, questionnaires, staff meetings, and interviews	Before the formalization of guidelines
At the state department of education	Designate a task force for such purpose.	Prior to the school year in which programs are to be implemented
On a statewide level	By mailing and regional hearings	Prior to the school year in which programs are to be implemented
Throughout the state	By official school board action, issuing a directive to the state department of education to disseminate and enforce guidelines.	Prior to the school year in which programs are to be implemented

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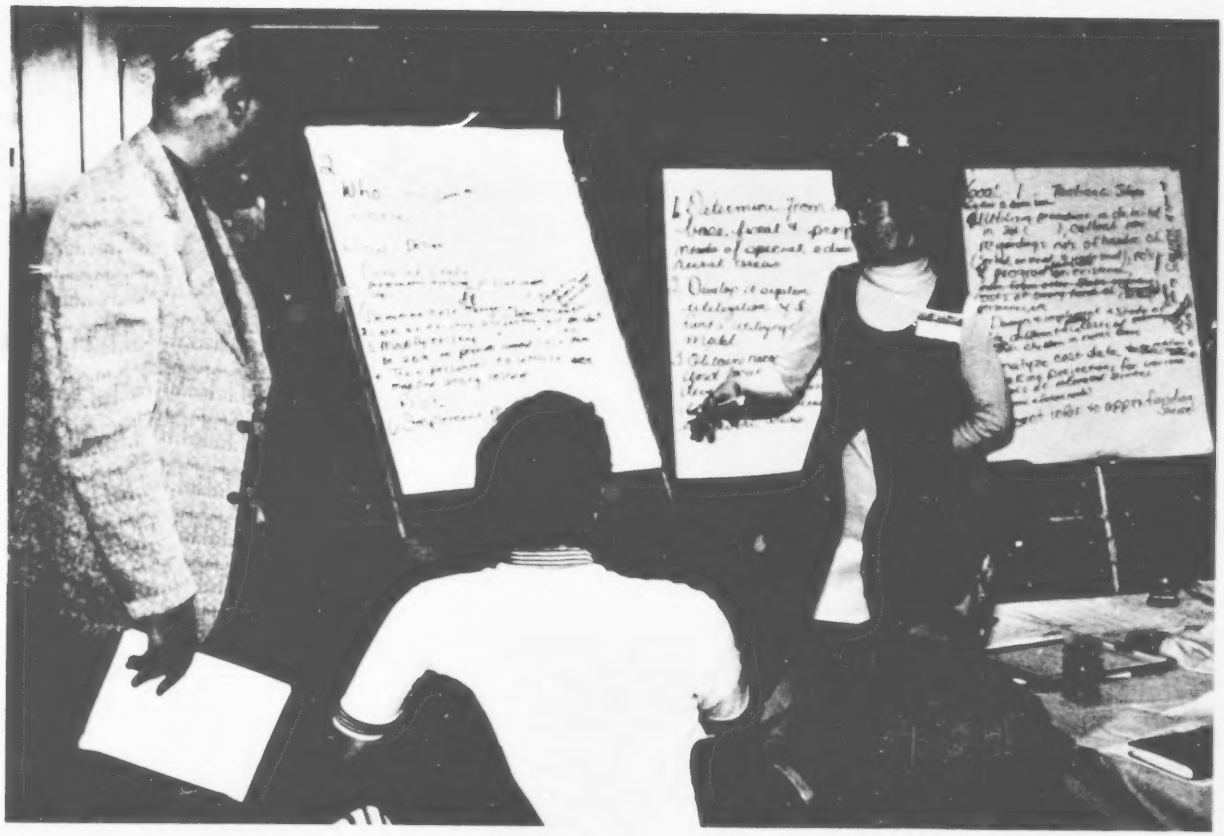

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LEGISLATION TASK FORCE: Funding

Resource Person:
Judy Schrag,
Consultant,
Boise, Idaho

Facilitator:
George Jesien

Recorder:
Shirley Florence

"You know the reason most often given for not serving handicapped children in rural areas is lack of funding. It seems to me that this issue of funding is complicated; it presents a dual dilemma. The first part is based on adequacy. Often sufficient funds are not available to serve handicapped children in rural areas. But the second part of the dilemma is equity. What dollars are raised are sometimes raised and distributed unequally against handicapped children in small areas and certainly no handicapped child should be denied access to an educational opportunity because he lives in a rural area or because his parents are poor. The task force on legislation funding took a look at the goals generated from the Portland conference and quickly determined we had a complex task to undertake in one day. We collapsed the goals into three major tactical arenas — the first, to establish a data base to determine the differential costs of serving handicapped children as compared to normal children in rural areas. The second goal was to seek out funds in order to develop comprehensive special education in rural areas. The third major goal was to develop cost-effective special education delivery models in rural areas. It is my hope that minimal time will lapse between our increased body of knowledge that has resulted from this conference and our getting that body of knowledge into the efforts of states to improve special education delivery in rural areas."

— Judy Schrag

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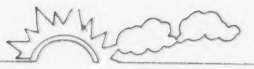

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.2.1. DETERMINE FROM A DATA BASE FISCAL AND PROGRAM NEEDS OF SPECIAL EDUCATION IN RURAL AREAS.	1. Gather a data base utilizing the procedures detailed in Identification (1.0). Collect raw data regarding numbers of handicapped children (served, unserved and underserved), numbers of programs and delivery systems in existence, existing personnel, etc.	Program administrators and designated personnel
	2. Design and implement a study of the differential costs of providing appropriate services for handicapped children in rural areas.	Same as in Step 1.
	3. Analyze cost data in relation to current program and future needs.	Same as in Step 1.
3.2.2. OBTAIN THE NECESSARY FEDERAL FUNDS IN ORDER TO DEVELOP AND IMPLEMENT COMPREHENSIVE SPECIAL EDUCATION SERVICES AND PROGRAMS IN RURAL AREAS.	1. Search out possible funding sources.	1. Local education unit 2. State and local education agencies

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WHERE	HOW	WHEN
In the affected service area	1. Review existing identification study. 2. Search appropriate records such as those of the local and state education agencies, other agencies, etc.	After the identification study and prior to a cost study, with annual review thereafter. Screen new students annually.
Same as in Step 1.	Design a detailed study (using program administrators, programmers, analysts, fiscal people, legislators). Such a system may include: 1. Determining fiscal and programmatic questions which need to be answered. Determine direct and indirect cost categories. 2. Look at the existing accounting system. 3. Modify the existing accounting system to be able to provide needed cost or program data. Develop forms and procedures as needed. 4. Train personnel to utilize the modified accounting system. 5. Pilot the accounting system. 6. Implement, modify, and refine the accounting system.	As soon as Step 1 is completed
Same as in Step 1.	Summarize data in a meaningful form: 1. Determine the costs of programs at continued (present) level. 2. Project the costs of increased and appropriate services for unserved and underserved handicapped people.	After the completion of the cost study and prior to the presentation of the results to the appropriate funding agency
In the State Department, in Health, Education and Welfare, and in the Department of Labor	1. Consult the appropriate program officers of granting agencies. 2. Obtain information on "Requests for Proposals," from the annual catalog of Federal programs (Federal Printing Office).	Initially and ongoing; upon completion of the needs study

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TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. **Select appropriate federal grantors according to local unserved needs and identify program proposal requirements.**	State and local education agency staff, administrative personnel, and/or designated personnel
	3. **Develop program models to meet unserved needs according to federal guidelines and delineate sources of support for proposals.**	Administrative personnel, program developers, or the superintendent or his designee
	4. **Submit proposals and documents of support.**	Requesting agency personnel
3.2.3. OBTAIN THE NECESSARY STATE FUNDS NEEDED TO DEVELOP AND IMPLEMENT COMPREHENSIVE SPECIAL EDUCATION SERVICES IN RURAL, REMOTE AREAS.	1. **Present information to state legislators concerning program services, and financial needs. Include information about present status and projected plans.**	1. Lobbyists 2. State superintendents 3. State department personnel 4. State advisory committee members 5. Local education agency personnel
	2. **Submit appropriation recommendations to state budgetary committees.**	State director of special education with input from local superintendents, or appropriate agency directors

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WHERE	HOW	WHEN
In state and local education agencies	1. Identify unmet needs from the local assessment (see 3.2.1). 2. Identify local and unmet needs from the local data base and select the federal grantor which could best fund programs to meet the needs. 3. Request guidelines for proposal requirements. 4. Identify grantor's proposal requirements.	After the needs assessment and prior to proposal writing
In the local education agency	1. Gather input and data on needs and consultants. 2. Brainstorm possible solutions. 3. Select feasible solutions according to available resource criteria. 4. Adapt the model to meet federal guidelines. 5. Establish a timeline and budgetary structure. 6. Write a proposal according to federal guidelines.	To meet deadline requirements
At the federal granting agency's headquarters	As required by guidelines; obtain documents of support from relevant agencies.	To meet deadline requirements
At legislative committee meetings, or at individual office appointments	1. Presentation of identification and needs assessment documents (see 3.2.1) 2. Making use of plans of present service documents and cost analysis reports 3. Invitation to legislators to visit communities and programs, also legislative fairs	Prior to and during the legislative session
At legislative committee meetings	By recommendations to state budgetary committee, taking into account present expenditures and projected program costs determined from local education agency needs	Prior to the legislative session, or other appropriate deadline

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Submit key funding legislation to selected legislators of the general assembly.	1. Parent advisory councils 2. State and local personnel 3. Professional association personnel 4. Legislators
	4. Organize constituency support and communicate that support to the legislation committee.	Advocacy groups, e.g., Association for Retarded Citizens, Crippled Children, native peoples, education associations, individuals, etc.
3.2.4. OBTAIN THE NECESSARY LOCAL FUNDS TO DEVELOP AND IMPLEMENT SPECIAL EDUCATION SERVICES AND PROGRAMS IN REMOTE AREAS.	1. Identify and approach sources of funding, other than state and federal agencies, to obtain supplemental monies for programs for handicapped children.	The district legislator, local school board, school personnel, parents, other community members, etc.
	2. Present program needs to the community at large and local school board members.	The program administrator, designated school personnel, and/or parents
	3. Encourage school boards to financially support special education programs at adequate levels.	School personnel, parents, and interested community members
3.2.5. DEVELOP A COST-EFFECTIVE DELIVERY SYSTEM TO SERVE HANDICAPPED CHILDREN IN RURAL AREAS.	1. Design a planning model for special education in rural areas based on geography, population distribution, finance patterns, local politics, and parent task forces.	Program administrators, designated personnel, etc.
	2. Review existing delivery systems (regular and special education) for potential application of alternatives.	State consultants, board members, parent constituents, local school personnel, local advocacy groups, other community groups, local teachers' education associations, etc.

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WHERE	HOW	WHEN
At legislative committee meetings	By formulation of legislation to reflect rural fiscal needs with input from parents, minority leadership, special education personnel, university special education departments, and other relevant community and agency personnel	Prior to the legislative session, or other appropriate deadline
At the local and state level	1. Use existing groups to develop task forces to submit letters, telegrams, phone calls to legislators expressing needs and desires. 2. Raise program and service needs as issues of election platforms.	On an ongoing basis
On the local district or county level	1. Establish a non-profit organization. 2. Present program needs to the following: private foundations local business and service organizations local government charity organizations.	On an ongoing basis
In the community at large and the local school board	Through the media — TV, radio, newspaper, etc. (See 1.1.1, "identification awareness program.")	On an ongoing basis
In local school board meetings	Present rationale and use appropriate presentation	Ongoing as needed
In the affected service area	Utilize a third-party evaluation team as found in Regional Resource Center, Area Learning Resource Center, and university models.	During the initial stage
In the affected service area	1. Review literature. 2. Use other media. 3. Make on-site visits. 4. Bring in outside help. 5. Contact experts for evaluation of existing systems.	During the initial stage

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. **Evaluate the review of existing and proposed cost-effective delivery systems to identify the most feasible alternative(s). Implement the most viable models.**	Superintendents, school board, or designated person(s)
	4. **Evaluate the service delivery model and modify when appropriate based on cost-effective data.**	Superintendents or their designees, or third-party evaluators or other consultants

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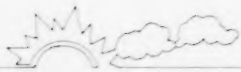

WHERE	HOW	WHEN
In the affected service area	Compare data collected in Step 2 with planning model in Step 1.	Upon completion of Steps 1 and 2
In the affected service area	Utilize a third-party evaluation model, if possible.	Review annually

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"let's get started!"

"you must realize that the only way to serve some islands is by boat."

"by George, of course we can do it!"

"but, how much will it cost?"

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APPENDIX A

STATE REPORTS

STATE REPORTS FROM REGIONS #1 and #3

The state directors of special education from the 16 states in Regions #1 and #3 were invited to give a 15-minute presentation to the conference participants. Since the scheduling of the conference coincided with state legislative sessions in many states, several state directors were unable to attend but sent a representative to share their state's progress in serving children in rural, remote areas.

These talks, which were part of the morning session each day, were an informative and enjoyable feature of the conference. Highly condensed summaries of each of these state reports follow. Most statements are direct quotations, but paraphrases are also used to capture the main ideas in the limited space.

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KAREN DAVIS, Presenter
Education Program Specialist, Division of Special Education, State Department of Education
Monday, February 3

Greetings from Fred Rozum who couldn't be here; he is meeting with our legislature this week. I'd like to share with you some background information about Arizona. We have fourteen counties in Arizona and of the entire state, only two areas are considered urban. That's metropolitan Phoenix and metropolitan Tucson. The rest of the state is considered rural, so you can see that daily we are dealing with services to rural and remote areas. Maricopa County has 54% of the state's population and that's all in Phoenix; Pima County, with Tucson, has 20%. We also have 297 school districts.

We are currently facing a legislative mandate which was passed early in 1973. The mandate covers special education for all handicapped children except for the emotionally handicapped, and must be underway by 1976. All of the districts are gearing up to meet that mandate and they have to develop a district plan and submit that by July 1. Almost all of our activity this past year has been working with districts to assist them in this chore. When you have a superintendent who does everything including taking annual pictures, and have him write a 62-page plan for special education when he has never had that, it is a pretty difficult job.

Each district must have a district-wide survey, and to help them we have set up Operation Screen. I think everybody in the entire state was a bit shocked in what their screening was turning up. In most cases, the district had not been aware of what this was going to mean to them and had no evaluational services. For those districts who do not have a psychologist on staff and no funds for a psychologist, we recruit the personnel and pay the bill.

Under Title VI-G we are running an urban-rural replication model for learning disabilities. This is in its fourth year, and they are now involved in teacher training.

Through projected figures of kids we will place in special education, we anticipated a shortage of 3,000 teachers. Our universities last year graduated 187 people in special education, so you can see we thought we were in big trouble. So we worked with the universities in setting up extension courses around the state. As you probably know, you have to have a certain number of people enrolled. If you're talking about Pumpkin Center, Arizona or Blue, Arizona where two people might make up the entire faculty, you know the course will never go. The state department is currently paying the deficit. The legislature has suggested very strongly that students will be placed in the least restrictive program. Consequently, the majority of students are being handled in a resource setting and are in the regular program a great portion of the day, so we wanted to do something to gear up the skills of the regular classroom teachers. The teachers are really enthusiastic. In Bisbee we said they had to have 30 teachers enroll; 180 people showed up. That's the type of response we are getting.

The state department also uses consultant specialists. Specialists are recruited who are master teachers actively working in the field. When a district needs a person or a certain type of information, the state department finds a specialist skilled in that area, coordinates getting the two of them together, pays mileage and expenses and a $20 per diem. The requesting teacher may choose to visit the master teacher's classroom. This is in many areas, not just special education.

Our entire state staff is looking to being regionalized, at least half of them within the next year. They will act as regional advocates — as the direct communication link to the districts in their assigned regions. Thank you.

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JUDY SCHRAG, Presenter
Consultant
Monday, February 3

I bring you greetings from Genelle Christensen, the acting director of special education in the State of Idaho, who is at this moment presenting to the Idaho Legislature the annual status of special education in our state. In July, 1972, the Idaho Legislature passed mandatory legislation for all exceptional children in Idaho. The next year, the legislature asked for a study concerning how well this legislation was being enacted. Through funding from the Rocky Mountain Regional Resource Center, Idaho conducted a needs study concerning the present status and future demands of special education in Idaho. We found that during 1973-74, Idaho was serving approximately 28% of their projected numbers of handicapped children in 72 of the 115 school districts in the state. We also found a great deal of variability in the range of educational opportunities across Idaho. For example, the chances of having access to special educational programs were five to seven to ten times greater in large school districts than in small, rural areas.

We also found a fiscal barrier. At that time Idaho's special education finance pattern was based on average daily attendance which discriminated against rural areas in program development. We found a legislative barrier: there were loopholes in our exclusion clauses and compulsory attendance level. We also found information communication barriers. Many parents were uninformed of the fact that mandatory special education had been enacted and this meant that services must be provided for their children. We had model projects going on throughout the state that had not been disseminated so that they could become a catalyst for other program development in other areas. We found that after one or two years of teaching in special education positions, 49.8% of the special education teachers leave. We found other complicating factors and we set out to systematize activities and strategies.

I'd like to briefly mention some of the things that have occurred in the last few years to help provide adequate service delivery for exceptional children. First, a public information campaign is presently being planned to inform parents throughout the state of the types of special education services that are available and being planned. Secondly, efforts are underway to systematize child identification procedures in communities, school districts and other agencies, as well as to systematize comprehensive evaluation within public schools. Third, a learning resource system of regional and local learning resource centers has been developed. To date special education programs have been developed in 94 school districts out of our 115, which leaves some development to occur. Pre-school programs and vocational programs are being developed in child development centers, state institutions and in the public schools. Several federal projects have been initiated. We are urging our legislature to tighten compulsory attendance exclusion clauses, and to further support higher education institutions so that we can produce and train the needed special education personnel. At the present time we project meeting about 50% of the demand in the next few years. We are supporting projects such as training activities at the Idaho State School and Hospital. They are assisting the state in training people to adequately serve the severely handicapped child. Another need is to reduce the tremendous turnover rate in special education teachers in Idaho. We have a couple of activities that will be initiated to hopefully reduce this attrition rate. It is our hope that in the next few days, with interaction with conference participants and with hard work in our group, we'll come up with further ideas that we can take back and implement in the State of Idaho to provide the needed quality and quantity in special education services for our exceptional children. Thank you.

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TRUST TERRITORY OF THE PACIFIC ISLANDS

ELSA THOMAS, Presenter
Coordinator for Special Education,
Department of Education

Monday, February 3

I would like to start by first thanking the Rocky Mountain Regional Resource Center for inviting us We had to travel about two days to get here. The Trust Territory, as most of you probably know, is about the size of the United States, or about three million square miles. Unfortunately, 2,999,300 are water and only 700 of it is land. We have over 2,000 islands divided into six administrative districts. Starting from the east to the west, you have the Marshall Islands, Ponape, Truk, the Marianas, Yap, and Palau. These islands are separated by at least 160 miles to about 700 miles. Interdistrict communication or travel is only possible through ships and planes. The biggest school has a population of about 1,200 and the smaller ones, which are on the very isolated islands, may have about 20 students and maybe one teacher or two. These schools may be visited at the most three times a year. The Trust Territory has a population of about 113,000 people spread out in all of those administrative districts. To complicate things further, nine languages are spoken out there and over 60% of the population are between the ages of 0 to 20.

Special education is very new in the Trust Territory. I guess it first arrived on our shores in 1968. There were some funds, but no professional persons. In 1970 two professionals were hired from here to start the program. Now we have over 30 people in the program—administrators and teachers—and serve approximately 500 kids in all of those districts. Each district has a special education coordinator. Because we could not possibly train everyone within two years time, we are trying to bring inservice people to the islands or send these people to the states so they can get some training. In each district today we are trying to provide services to the mildly, moderately and severely handicapped.

It is not easy to identify all of our handicapped cases, especially when you think about an island that is 500 miles away, and the ship only goes three times a year. In our district they have completed a search without any funds and have identified about 30 children with hearing problems. Now until this is done it is very difficult for us to do any kind of comprehensive planning. We are trying to refrain from coming up with some kind of comprehensive plan that is developed out of our dreams. We must get this search project completed and identify all of our handicapped children, the kinds of handicap they have, where they are, and then start thinking in terms of what services can be provided. Of course we have some ideas, the itinerant model may be the most workable one. Then you can shift a person from school to school and with a minimal amount of expenditures.

We also have manpower training designed to provide two territorial trainers who would visit each district and then work with a district trainer. They would go to a school and train the total staff. It is designed to be conducted when school is in session, and the training packets are designed to address problems as they are identified in the classroom. We are also operating an early childhood project and we're hoping to expand it.

We also have a Title III project which is basically involved in developing materials. One of the problems is the nine languages. The Title III program tries to evaluate what is going on in the classroom, see what kinds of problems the kids are having with the materials, and then design special kinds of materials to be used in the classes. The materials are actually diagnostic and remedial packages. Because of the ruralness and remoteness of our area, we feel that most of the objectives of this conference are very relevant to us and we hope you, too, will learn something from us. Thank you.

BUREAU OF INDIAN AFFAIRS

FRANK N. HALL, Presenter
Educational Specialist, Albuquerque
Tuesday, February 4

When I go places and represent the Bureau it is usually pretty obvious that I'm not an Indian. Many Indians don't look Indian anyway — they don't have a feather and all that. In the Bureau of Indian Affairs we are changing. It is already noticeable in many areas. There's less Anglo leadership and more and more Indian leadership. We have seven BIA representatives here at this conference and four of them are Indian. I'll be introducing them in just a minute. We have BIA programs in about 40 states, but actual education programs operated by the BIA are in 17 states. We have 200 BIA schools — federal schools for Indians — nationwide. They cover from kindergarten through junior college.

As far as special education is concerned, we didn't do a lot in the BIA until around 1967 or 1968. Some programs began to appear, primarily on the Navajo reservation, and in the last few years we have made considerable gains. The word categorical was mentioned earlier. We don't have categorical funding for special education in BIA. We need that, we know we do, but we haven't been able to get it yet. Title I — ESEA funds have helped us most. Part B of the Education of the Handicapped Act, Title VI funds, have also been helpful because they provide us with an administrative person to work full time in special education in the central office. So we do have some programs.

Almost all of you deal with Native Americans some time. Out of 200,000 Native Americans in school, only 50,000 or about one-fourth of them are served by the BIA and public schools serve the rest. At times you will probably want to ask questions of BIA people who work within the schools. At the present time there are about 13,000 Indians in college, and about 1,000 receive degrees each year. So we are getting more and more higher educated Native Americans, who are increasingly able to assume leadership roles in the BIA as well as other areas.

The BIA has come a long way in the field of special education and we owe a considerable part of that to the National Association of State Directors of Special Education, the other state directors in our region who have worked closely with us, and especially the RRC and ALRC for their help over the recent months and years. We just published a special education guideline for the BIA and this came about through the assistance of the RRC here in Salt Lake. I hope you will get acquainted with the folks I have introduced and find out how they can be of more help to you.

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COLORADO

JIM WIGGIN[illegible], Presenter
Consultant, Special Education Planning
Tuesday, February 4

In Colorado each year we went to the legislature and asked for money and they said, fine, we want to serve all handicapped children. How much money do you want? We would give them a figure and they would cut it down a little. So, in 1972 they said, no more! Go out and find the kids and tell us how much it will cost to educate them. We will do this on a business-like basis. We went out, made a check list, screened every kid in the elementary schools, and grades 7 and 10 in the secondary schools. We found that 85% of the teachers' referrals using this screening instrument were accurate. The number one thing we learned was that teachers know their kids. Never undersell them. Number two, we felt that with the proper support, materials and assistance, the regular classroom teachers can serve the majority of our handicapped children. And number three, we found out where the kids were. There is no excuse in special education not to be able to supply the data that you are doing a good job.

We have a mandatory law that we will serve all handicapped children. You have the same laws in many of your states. We have 181 school districts in Colorado ranging in size from 12 students to 93,000. It was impossible to attempt to work with each individual district so we reorganized the state into 43 special education administrative units. Every unit has a director of special education, some have assistants, and every unit has its own staff to provide services to the rural areas.

We are all going to have to develop, regardless of whether we are urban or rural, a good management data system. You must know how much time the kids spend with the teachers, what the teachers do, and most importantly, are you doing any good in special education? How many of your speech students are remediated each year? How many of your learning disability students are remediated each year? We can give you those figures in Colorado.

Last year the legislature appropriated $2 million for the inservice training of regular classroom teachers in dealing with children with handicaps. We inserviced over 20,000 regular teachers last year. This year it looks like we are going to be running about 28,000 to 32,000. By July 1 of this year every education major will have received training in special education as a graduation requirement. This has taken a long time to do. We honestly believe that by the use of inservice training for every teacher in the state, by the use of the administrative units and the fine staffs the rural areas are developing, that we will be able to provide services to every handicapped child by the end of 1976. The teacher in the rural or remote area is not an isolated person. They are part of the total team. Thank you.

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NEVADA

LARRY "SMOKEY" DAVIS, Presenter
Educational Consultant, Exceptional Pupil Education,
Nevada State Department of Education

Tuesday, February 4

I'm very happy to have the opportunity to be with you during this conference and I am very happy to have six of my colleagues from the state of Nevada here with us.

All of our states represented here have, in my opinion, many of the same problems and needs. This is especially true in special education areas, and Nevada is no exception to that. Our state is 350 miles wide and 500 miles long. Our total population is just around 500,000; our two major population centers are, of course, Las Vegas and Reno and they comprise approximately 85% of the population. We have seventeen counties and seventeen school districts, which simplifies our problem a little more than maybe some of the rest of you. We have a mandated special education law and a unit financing system which, I believe, is one of the better ones. The only problem is we are only appropriated half the money to do the job, so we are only doing half the job. We're serving approximately 52% of our projected handicapped population and we have many, many problems in special education that we are not getting to. Of course, one of the most serious problems is how to provide services in remote and rural areas.

From the state department level we provide consultant services, inservice training, workshops, obtain materials and media, we do some diagnosis. We have a two-man staff, we have limited funding, so we are not able to do the job effectively in Nevada from a state department level. I can't say enough good things about the universities. We only have two, but they are good ones. The staff at these universities do the same kinds of things that we do at the state level: they go out into the districts and provide excellent services to teachers and kids and parents in those districts. We also have a good working relationship with related agencies in our area.

We're not reaching teachers and parents and kids who live 400 miles from the nearest windmill. At certain times of the year you can't even get back there, unless by helicopter. We got the idea that the only way to bring services to these people is to assign someone to work with them. If he had to tie a Honda on the back of his station wagon, take a bedroll, or fly, our man has done that. We call him our circuit rider. I feel that he is doing the job. Today, in the second year of this project, our circuit rider has brought services to over 350 kids in some very, very remote, rural areas. He's helped inservice regular classroom teachers. When he's out there, whatever the problem might be, he diagnoses, he prescribes, he inservices, he brings materials and media. Our circuit rider is housed at the University of Nevada, Reno. This project is the combination of lots of efforts, but it is funded jointly by the RRC here in Utah and the Learning Resource Center in Las Cruces. It gets a little help from the Nevada state department, a little help from the University of Nevada, Reno. Unfortunately, this program only serves the northern part of the state. We're looking now into serving the southern part of the state.

In closing, may I say I'm wearing three different hats at this meeting. As a consultant to the state department of education in Nevada, I'm indebted to the Regional Resource Center and the Learning Resource Center for providing Nevada with the opportunity to try and get some services into the remote, rural areas; as a member of the management board of Region #3, I am grateful for the opportunity to attend conferences such as this, for all the other services that you people have given our state and our region, and as president of NASDSE, I am confident that the cooperation between agencies on a federal, regional, and state level indeed exists. Thank you.

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TERRY KRAMER, Presenter
Specialist, Education of MR,
State Department of Education

Tuesday, February 4

Also presenting:
DON TRUMBULL
Specialist, Mental Health, State Training Program

I would like to tell you what I see as significant movements on the state department level in Oregon that are going to affect not only service to rural children, but services to all children who are handicapped. One is current legislation. Last year legislation was passed that requires all school districts to be responsible for the education of all school-age children, whether they serve them in or out of the district. Teacher certification is being changed so that there's a combination certificate where a single teacher is trained to serve ELP, emotionally disturbed, physically handicapped and extreme learning problem children, under a single service model. Under Title VI-G monies we are providing diagnostic services for children in rural areas where such services are not available. We bring the children into a diagnostic center at one of our colleges. This program has now developed model satellite centers.

Under Title III we have probably the most advanced program in the state. It is designed to demonstrate that you can teach kids with varying handicapping conditions within the same model. It is going into its validation this next year. We also have a network of regional SEIMC centers. Another significant happening in our state is a new program, the Parent as the Consumer. We are beginning to educate parents as to what is a good program and what we should be delivering.

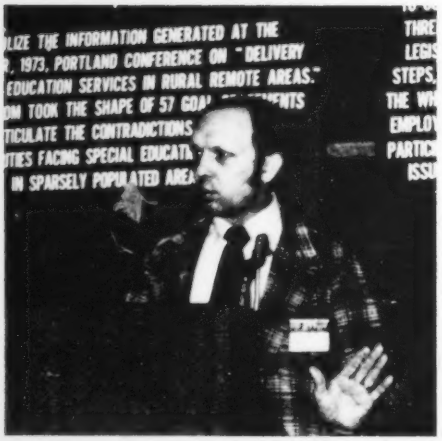
Don Trumbull — One of the problems we've had was that Oregon was late in getting into services for the trainable mentally retarded. We did not really attend to that issue except to put these folks in mental institutions until 1969. When the state did move in that direction, they chose the mental health division to administer and fund TMR programs, which are mostly located in public schools. We have to coordinate to keep government agencies from setting up problems that districts have to overcome.

The mental health division has seven distinct services, four of them applicable to educational services to rural areas. The first is diagnosis and evaluation. We have a center in Salem that does diagnosis and evaluation for the MRDD population, and six satellite centers. The center, upon need, will release a traveling team to go to the remote areas, diagnose and evaluate suspected youngsters who have been identified by the local mental health clinic. The second service is a parent training model to train teachers in the techniques of parent training and to develop a program for parents to work with their own children.

As a third service, we have service coordinators serving 24 of our 36 counties. This concept developed around each county having a fixed point of referral — some one person that the MRDD population could identify with and have services directed from. The last program is a preschool program for MRDD children from birth to six years. Currently about 350 children are in preschool programs.

With the TMR program we have discovered a way to deliver service to rural areas. When a TMR youngster is identified in the rural community, an aide is placed in either an EMR classroom or in a regular classroom with the responsibility of providing educational services to this child. An aide can have up to four children in a regular classroom. This child can get on the same bus with his brothers and sisters and go to the same school. This is the most normalizing thing that can happen to a handicapped child. The effectiveness of our whole TMR system is measured by the student progress record, which is a criterion referenced test covering thirteen major areas. It is a pre-post test which we have computerized at the state level so that the progress of every student is charted on a yearly basis. We are feeling pretty good about it. Thank you.

ALASKA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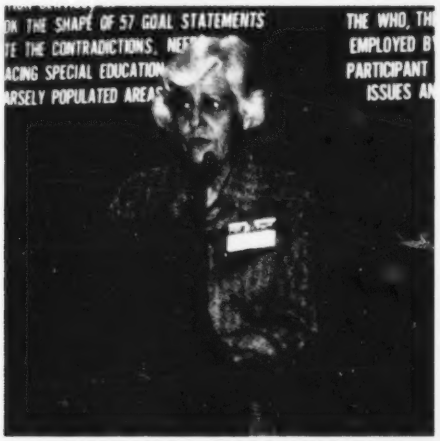
DALE LeFEVRE, Presenter
Assistant Professor of Teacher Education,
University of Alaska



Also presenting were:
ARLYS LOEW
Acting Director, Special Education
Alaska State Operated School System

Wednesday, February 5

Tom Brown, of course, sends his best to all of you. He, too, is tied up with the legislature trying to get our annual funds. Alaska has several agencies that are directly related to the education of children in rural, remote areas. Of course the state department of education is involved, represented here today by the acting director of special education, Arlys Loew. The Bureau of Indian Affairs has many schools in the State of Alaska, the Alaskan Native Associations are very much involved with Alaskan youth, and we at the University of Alaska are also very much concerned and involved. When we talk about rural, remote, we have that in ample quantity, our state having dimensions both north, south, east and west greater than the contiguous 48 states, square mileage approximately 1/5 of the contiguous 48 states. When Arlys goes to visit her most remote school, Atka, which is about 2,000 miles out in the Aleutian Chain, this must be done by boat for 2,000 miles on open sea. The University of Alaska campus extends from Yakutat to Metlakatla which are about 800 miles apart. None of the communities are connected by road so we measure our distance by air time. A couple of years ago the state department realized that the training needs of teachers in the very rural and remote areas were not being met so they contracted with the University of Alaska, Juneau, to initiate an ongoing inservice teacher training program which was designed essentially to offer teachers in rural Alaska the skills they would need to educate exceptional children in their care within their own classrooms. We have been very successful in taking programs to these teachers. It is very expensive but we are managing to do it. I have two people on my staff who are on the road, in the air, I should say, four out of every five teaching days of the week.

Arlys Loew — Basically, education to all children in Alaska is based on three quite different organizational systems. You have the borough system for larger cities like Anchorage, Juneau, Fairbanks. You have those children served by the BIA schools and these basically are rural and remote schools. The responsibility for all the other children rests with the state-operated school system. First of all, if we are to identify exceptional children in a rural, remote area where you have not only three separate cultural groups — the Indians, the Aleuts and the Eskimos — but you have a white population that has come in from the outside, what means for identification of exceptional children is appropriate to each of those cultural groups? What right do we have to move into a village and say this child is mentally retarded or this child is learning disabled, without looking at the implications for that child within his village setting? What is the impact on a village if we say there are 20 handicapped children in your village when within that village life, perhaps those children are absorbed comfortably and well into the culture? And yet, how do we account for those dollars that we receive from the federal government without being able to identify accurately the problems those children have in some terms that articulate with the dollars we receive? What are the qualifications of the people who are to do these identifications? How do we find the people and put them out into those fourteen regions and keep them in touch with things that are happening in the outside and still keep them in tune with the communities in which they live? What is an appropriate curriculum for the child who may live his life in a rural village in Bush Alaska or in a community of 2,000 or 3,000 people, but who also must be prepared to make the transition to a culture outside? Are there some basic qualities that we can develop in exceptional children? Can we bridge the gap between identifying and working with the handicapped child and the gifted child because of the tremendous need

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for leadership in skilled people to come into Alaska to take the place of those of us who are coming in from the outside? We do have mandated special education from 3 to 21 and this is an ideal beginning, I think. We do have legislation that provides for assessment and annual reassessment of children, that provides the parent the opportunity to challenge that assessment. We need appropriate funding, we need additional legislation, we need strong leaders, if we are going to tackle the job that we are doing.

RONALD MALLOTT
Alaska Federation of Natives

Ronald Mallott — I think that special education is reaching out to the people at the closest level possible — personalization, not bureaucracy. Our problems are not merely identification, not merely diagnosing. I think one of our major problems is prevention. We are required to remove our students from their home environment in order to provide an education. We are, in effect, stealing them from their families, the land that they love. We are, in order to provide them an education, creating special education problems. The State of Alaska has approximately 350,000 people. Of that population, the native population is about 55,000. Would it amaze you to know that of that 55,000 people, the Alaskan native has the highest suicide rate nationwide? It has the highest school dropout rate nationwide. It has the highest alcoholism rate, nationwide. So I think we must direct our concerns, not only in Alaska, but nationwide, to preventative measures in special education. There are causative factors outside of birth defects. I think it behooves us to direct our attention to those factors.

NEW MEXICO

ALBERT GOMEZ, Presenter
Education Services Specialist, State Department of Education, Division of Special Education

Wednesday, February 5

The Division of Special Education under the direction of Mr. Elie S. Gutierrez has been very successful in moving special education forward in the State of New Mexico during the last four years. New Mexico has had special education programs since 1958, but progress has been most rapid since 1971 as categorical funding took effect. The legislature has mandated services for all exceptional children by 1977. However, the legislature has not been as willing to appropriate sufficient resources to implement the mandate.

New Mexico is a state with a large geographical area. There are 32 counties and 88 school districts. One district, Albuquerque, has approximately one-third of the total school and state population. Eleven other school districts have approximately one-third of the population, while 76 school districts share the remaining one-third.

One of the highlights of our work is the incidence study, of which many of you have probably heard. By using a stratified random sample in 16 school districts as representative of the geography, the size, the ethnic composition, and the economic level of other school districts, the results were a good sample. The rate of incidence is very close to the national rate. The study indicated approximately 25% or about 45,000 children need special education services.

As a result of the incidence study New Mexico developed a plan for the delivery of services. To avoid labeling children, the plan is based on educational levels of need, referred to as A, B, C, D and E instead of categories.

The Division of Special Education has developed guidelines, procedures and a manual for administrators. They can quickly refer and see how to establish and to implement special education programs in accordance with the guidelines. As you know, one must re-educate decision-makers about special education. The administrators want to cooperate. They want to enhance their school programs. They have welcomed the manual as a planning aid.

Special education is growing in New Mexico. Four years ago we had programs in 36 districts; today there are special education programs in 82 of the 88 districts. This year four more have applied. We are serving approximately 9,500 children, which is close to 25% of the total need, but we still have a long way to go.

New Mexico has four regional special education service centers with four components: diagnosticians, teacher training, program development or technical assistance to local school districts, and media and materials. The diagnosticians in the centers will have diagnosed and identified a few more than 2,000 children by the end of this school year. They are on schedule with the predicted outcome. New Mexico has teacher certification requirements, and is adopting competency based certification for diagnosticians. We need to serve more of those children who are not being served and increase services to those who are underserved. I hope that today has been one of communication between you and the State of New Mexico. Thank you.

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WYOMING

JOSEPH REED, Presenter
Director, Region V, Board of Cooperative Services
Wednesday, February 5

It is a pleasure for me to bring you greetings from big, wonderful Wyoming, and especially from Lamar Gordon who at this time is meeting with the legislature. In Wyoming we are experiencing the phenomenon that some of you have gone through; it is called impact. We have lots of coal; consequently we are getting lots of people as companies are building power plants. Rock Springs three years ago was a quiet little town of 8,000-9,000 people. Today the population is close to 30,000. It really creates problems for schools because it takes all the time and energy to keep buildings and teachers, much less trying to worry about some of the other impact problems. One of them is that the incidence of handicap is much higher than it is with the normal stable population that we are used to serving.

We are doing some things we think are rather significant. We've had good state law on the books for several years — very comprehensive law, but it had one big flaw. It didn't have any timeline for implementation. This is one of the things Lamar is doing right now — developing rules and regulations to implement the law regarding education of the handicapped children in the State of Wyoming. It will have the timelines built in to comply with the federal mandate. By September, 1976, all districts will have submitted a plan and by 1979 it will be implemented.

We've developed a delivery system, an Educational Resource Center concept. This year we have five operating ERCs in the state, which provide an organizational structure for special services. The ERCs provide four total services: program facilitators, material specialists and material centers, in addition to the diagnostic personnel, the special teachers, the speech and occupational therapists, the whole gamut of specialists that we utilize. We are really pretty enthused about the ERC plan. Working with the NWRRC crew in Oregon, we are getting lots of services, things are beginning to happen. We have had a problem with getting our regular classroom teachers to find out more about the special classroom programs since the mainstreaming concept is being pushed. A lot of those teachers have many handicapped kids in their classrooms. As an incentive for these people to find out more, the state department has come up with a recertification credit program. The ERC staff do lots of inservice for recertification. This seems to be quite an incentive, especially in an area such as ours where we are 350 miles from the only state university.

We have a new hearing conservation project this year which is working out well. It provides a resource for rural areas. Our speech therapists for years have isolated hearing problems but there was nothing they could do about it except refer the child to the family doctor, and unfortunately the doctor wasn't always able to provide assistance. The RRC and LRC people are providing some really great services to us as I know they are to the rest of you and we are very happy we can be a part of this type of conference. Thank you.

WASHINGTON

AL LYNCH, Presenter
Director, Special Education,
Independent School District 113, Olympia

Wednesday, February 5

Washington state law provides for a mandatory education of all children who are handicapped. This includes funding for learning disabled and emotionally disturbed children. The functional definition contains referral procedures, provisions for a wide-range assessment, development of short-term and long-term objectives, continuous measurement of the child's progress and program effectiveness. Included in this mandated process is the parent. We are extremely grateful for assistance from the governor of the state and from a very knowledgeable state legislature. A major consideration has been the support we have received from the state public school superintendent who has kept involved, aware, and interested. Accurate data, facts, and projections which we provide, these kinds of systems helped us to educate the legislative people. The state office has been supported and advised by a special education advisory council composed of parents and educators. The council meets regularly and assists in developing state policy. Believe me they are not a rubber stamp group.

We in Washington are tremendously proud and excited about our direction but we aren't complacent. We have over 160 people active and involved in fourteen different task forces, investigating, determining and recommending in such areas as redefining the emotionally disturbed definition, vocational education for the handicapped on the secondary level, teacher certification and special education, early identification, institutional programs, and so forth. Our state plan clearly indicates state priorities. The RRC and the ALRC provide an added dimension. In summary, our priority is to keep going. Early identification with intervention and intermediation, to increase training opportunities in continued close cooperation with our teacher training institutions, to stimulate and facilitate pre-school programs, to guarantee the handicapped in rural and remote areas receive parity in support services, to assist decentralization from the institutions — these are our priorities. Thank you.

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MONTANA

RAY PECK, Presenter
Assistant Superintendent of Schools in Havre

Thursday, February 6

On behalf of the six colleagues here from Montana, and Mr. Larry Holmquist, I bring you greetings from the Big Sky Country and Land of Shining Mountains. About a year and a half ago Montana came under a new state constitution. In addition, just over a year ago or less, we got a new special education law and the pressure groups were very strong in Montana and they demanded immediate implementation of that law, that is, for this school term, 1974-75. The guidelines came out the 27th of September, which is about a month after school starts up there, so we are wrestling with a lot of problems. We are currently holding meetings in the state to rewrite, extend and clarify those guidelines that were written last September. I think this was an excellent bill, an excellent piece of legislation.

Probably the most important new concept in the law is the term educationally handicapped. This is a very broad term under which you can qualify about any youngster who needs some form of special intervention to keep up, to achieve adequately in the school system. One of the special conditions that is particularly noted in the law is a large Indian population. To implement the law, the guidelines establish local study teams.

These teams have the authority for placement with all the restrictions that have been mentioned in this conference about prior parental approval previous to diagnostic testing and previous to placement. The child study team has tremendous authority to go ahead and make such placements. So there is a great degree of local control and that seems to stem primarily from our new constitution. We have the regional services concept where the state is broken into five regions for special education services. I think four of our seven people here are from regional service centers throughout the state.

The emphasis in the law is on rural remote areas. The people from the regional services have a fundamental rule that says the smaller the school and the more remote, the higher the priority in terms of services. We have a large Indian population in the state, somewhere around 10%-20%. We have seven reservations which are the most remote, the least developed, and in the least desirable areas in terms of the economic potential and possibilities for these people.

It is very easy to create school districts in Montana and there has been a good deal of consolidation and annexation taking place recently. You in the administrative end know what 2,000 school districts present in the way of problems, especially with emphasis on local control.

Governor Judge has a decentralization program for services at the state hospitals which has reduced the population in our two institutions about half. I think most people agree with that in principle, particularly in such a large area. However, the new law says schools have responsibilities for special education in Montana for the age group 0 to 25. As these people come back into the communities, I am sure you can see we will have a much greater responsibility. We will have to develop programs and services that we had not even thought about before.

I would certainly second the comments about the dedication that I feel among the participants in this conference. I'm greatly impressed with that, the training, the fervor I sense here. I really do have many ideas to carry home. I hope that I can, through my position, assist in the development of special education in Montana. Thank you.

UTAH

ELWOOD PACE, Presenter
Coordinator, Pupil Services and Special Education,
Utah State Board of Education

Thursday, February 6

This great State of Utah has a few over one million people. Of that population 316,000 are school children and 54,414 have been identified as handicapped. If you will note, that is about 17% of our population. We are serving 41,248, which is about 75% of the identified handicapped, or 13% of the school population. [Using visual aids, Dr. Pace showed the approximately 100-mile-long strip that contains well over half the population of Utah. A color-coded map defined regional service areas.] These colored sections represent an effort by the legislature to provide educational regions in our state to help bring better service.

As many as seven years ago we sensed the need to bring leadership persons to this huge land mass out of Title VI-B monies and we paid for a special education coordinator to be placed in each one of those colored areas on a demonstration basis. The superintendents truly like these people, appreciate the services they give and need. They are just not willing to pay for it. One of the real things you need to do when you think you have a great program going is ask them if they will foot the bill. It tells you in a hurry where you are. Even in these large land areas the people mostly live in small communities, a few hundred, a few thousand. Utah doesn't lend itself to living out by yourself. I guess the culture is just gregarious. Whether it is rural, remote or urban, our task is to get services to kids with a wide range of options.

Every state has to conceive of a procedure to find the students and you will notice in component one (visual aid) Project ID, the identification of students, the assessment of student needs, the development of prescriptions. We developed a single page of descriptors, and asked every regular teacher in the state to respond. It produced a census of the unserved. These descriptors seemed to be sufficiently useful and we found in sampling them that teachers are about 92% accurate in recognizing a child has a handicap. We have now gone back, and with the state team, we are doing diagnosis and prescription work and reporting that prescription to the school district personnel on every child in the census. I believe the one thing we've maybe done with a little more thoroughness than some others is what we call a third-party evaluation. We are now in the process of completing 15 of the 40 school districts in testing every unserved child. As we complete this identification, diagnosis, and prescription and report it to the proper people in the school district, we send a team in, a team of people not from the state school office — but of someone at the superintendency level, university representatives — and they conduct a procedure in which a district does a self-evaluation. The third-party team submits to the districts and to the state office a document. Then the state office staff go into a planning session with the districts in which the goal is to develop their instructional leadership, to use the third-party analysis to equip, administer, teach and support the personnel and implement the prescriptions, to evaluate their effectiveness.

We are faced with the legal concept across the nation of offering the least restrictive intervention. We're embracing the cascade system and find it most useful as we do the identification, diagnosis, prescription and placement; whether the child is rural or urban or remote. Mobility is important; we move children away from the mainstream only as far as necessary and return them as soon as possible. In Iron County we have a center that brings in students from several surrounding counties and they live there from Monday through Friday and go home on the weekends. Last year they were in the state institutions. I think that is the response to rural remote that helps the child get the kind of training that we can't give him in his neighborhood school. We need conferences like this to improve the state of the art. Thank you.

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APPENDIX B

DEMONSTRATIONS

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On the first day of the conference, Monday, February 3, there were two outstanding demonstrations of current projects which are experimenting in new approaches to better serve handicapped children in rural and remote areas. Each demonstration was two hours long and enabled the conference by providing a relevant context and stimulus prior to the beginning of the workshop sessions.

THE PORTAGE PROJECT:

The growth of programs for preschool children has been paralleled by an increased involvement of parents in the education of their children. During recent years there has been a concerted effort by federal funding sources, such as the Office of Child Development and the Bureau for the Education of the Handicapped, to fund programs that involve the parents of the children being served. The Portage Project, a home teaching program, is an attempt to directly involve parents in the education of their children by teaching parents what to teach, what to reinforce, and how to observe and record behavior. The Portage Project presently serves 75 handicapped children from birth to 6 years of age. The children live within the Cooperative Education Service Agency No. 12 area in south-central rural Wisconsin.

For further details contact:
David Shearer
Director, Portage Project
CESA-12
Portage, Wisconsin 53901

THE TELEPAC PROJECT:

It is the purpose of this project to develop and assess the intervention effects of a model using telecommunications as a basic mode of communication with parents using prepared instructional "packages" as a major treatment resource for assisting in the treatment of severely handicapped homebound children in rural areas. The model is designed to be consistent with the fiscal and manpower resources of rural areas. Although much of this project is still in its infancy there are components which can currently be demonstrated. This program is housed at the Exceptional Child Center, a project of Utah State University that promotes multiple experimental efforts in special education.

For further details contact:
Dr. Allan Hofmeister
Director, Telepac Project
Exceptional Child Center UMC-68
Utah State University
Logan, Utah 84322

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APPENDIX C

PORTLAND GOAL STATEMENTS

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PORTLAND GOAL STATEMENTS (December 1973)

The December, 1973 Portland Conference on "Delivery of Special Education Services in Rural Remote Areas" and subsequent report articulated 57 goal statements. The 1975 conference on "Implementing Special Education Services in Rural Remote Areas" is a follow-up to the original effort with the intent of extending the goals from Portland into implementaries – concrete action steps. A gestalt of the goals (now called Tactical Arenas) is listed below and served as a model for the three Task Forces for this working conference: Porgram, Administration, and Legislation. The three digit numbers below represent the 57 goals developed in Portland which now become the basis for developing a tactical model or guideline on how to implement those goals in rural remote areas. To honor and utilize the wisdom of the goals the task forces dealt with each goal statement either in total, in part, or in revised form for the sake of achieving maximum clarity and relevancy. The latest articulation of the goals into Tactical Arenas is now found in the body of this document by Task Forces.

Conference Goal (February, 1975): Implementing Special Education Services in Rural Remote Areas.

Strategies: The way to achieve the stated goal is through the broad approaches of Program, Administration, and Legislation.

Case Categories: Homebound, Regular Class, Special Class, Residential (applicable only to the Program Task Force).

Tactical Arenas:

1.0 **Program Task Force**

1.1 Identification

1.1.1. Identify and provide services to all unserved or underserved handicapped children

1.1.2. Identify and diagnose all handicapped children including minority groups, through the development and use of appropriate procedures; provide correct programming in special education through a free public education system

1.1.3. Develop, implement and evaluate a continuous process for identifying exceptional children in remote rural areas for all ages, including preschool age children

1.1.4. Identify low-incident handicapped children presently receiving services in state institutions or local communities and those presently receiving no services

1.1.5. Articulate current unmet needs of identified children

1.1.6. Identify and assess education, medical and other services presently available to low-incident handicapped children in remote areas

1.2 Curricula (diagnosis, prescription, program, and evaluation)

1.2.1. Identify components of a successful model to deliver comprehensive education services to exceptional children and their parents in remote rural areas

1.2.2. Provide early education programs for all children with special needs

1.2.3. Develop a comprehensive special education program focusing on specific needs of culturally and ethnically different children

1.2.4. Identify and provide services to all unserved or underserved handicapped children

1.2.5. Develop and implement a systematic plan to upgrade existing services and provide appropriate diagnostic services where they do not exist to all rural remote districts to ensure appropriate diagnosis and placement of all handicapped children

1.2.6. Devise comprehensive statewide planning strategies to give specific attention to: designing and implementing appropriate service delivery systems for the communities involved

1.2.7. Establish special education programs for all handicapped children and youth in rural remote areas

1.2.8. Provide appropriate educational and related services to all handicapped children in remote rural areas

1.2.9. Develop curriculum materials which recognize cultural differences and are relevant to the needs of the student

1.2.10. Identify and diagnose all handicapped children, including minority groups, through the development and use of appropriate procedures; provide correct programming in special education through a free public education system

1.2.11. Plan, implement, evaluate and modify programs on the basis of identified needs

1.2.12. Develop, implement, evaluate and modify referral systems

1.3 Training Inservice and Pre-service

1.3.1. Provide inservice training (with follow-up and evaluation) to motivate and prepare educators to individualize instruction for all children regardless of learning differences or handicapping conditions

1.3.2. Provide appropriate pre-service and inservice training for regular and special education classroom teachers in remote rural areas related to the learning needs of handicapped children and skills for meeting them

1.3.3. Provide adequate special education institutions to develop competent teachers, supervisors and consultants to meet the immediate and long-range needs of the developing special

education program including inservice orientation for regular classroom teachers and school administrators. Recruitment of personnel from rural areas and the implementation of inservice and extension training in rural areas should be stressed

1.3.4. Modify university teacher preparation programs to include training for general classroom teachers

1.3.5. Conduct inservice programs for classroom teachers in remote rural areas to develop competencies in special education

1.4 Parent and Community

1.4.1. Identify components of a successful model to deliver comprehensive education services to exceptional children and their parents in remote rural areas

1.4.2. Organize community groups to enact, fund and implement legislation to provide appropriate special education programs and services to all handicapped children

1.4.3. Increase parents' understanding of what an effective special education program is and promote parental involvement in the decision-making process at all levels of special education

1.4.4. Make all community members aware of the specific needs of exceptional children

1.4.5. Help parents of handicapped children influence decisions on special education programs

1.4.6. Establish timelines and technical approaches to implement a carefully conceived informational plan for educating the "community" to the need for such programs

1.4.7. Provide training for parents regarding realistic expectations of handicapped children, legal rights of handicapped children and effective educational programs

1.4.8. Organize parent groups to represent the needs of handicapped children to local decision-making process

2.0 **Administration Task Force**

2.1 Communication and Commitment

2.1.1. Establish personnel with an understanding of federal and state legislation and funding patterns in special education who can assist local school districts; educate local personnel as to legal methods and means of articulating to state legislators responsible solutions to local needs

2.1.2. Evaluate and document present rural special education programs operating under present state and federal guidelines to demonstrate the ineffective and inflexible cost and service patterns resulting from these guidelines

2.1.3. Make the rural district responsible for assuring that parents gain a knowledge and understanding of the special education programs and component needs to help gain their acceptance and involvement in program planning

2.1.4. Provide assistance to remote rural areas in identifying their needs and problems through special education agency intervention

2.1.5. Develop an effective special education program that involves all educational and support agencies within the rural remote area

2.1.6. Design a system for communication and cooperation among state education agency staff members

2.1.7. Treat handicapped people with as much acceptance and kindness as others

2.1.8. Recognize programs and services for the handicapped as essential

2.1.9. Continuously inform administrators and school boards in rural areas about sources of federal and state funds for special education

2.1.10. Communicate needs for programs in rural areas to the State Department of Education

2.2 Staffing

2.2.1. Recruit and retain competent, certified trained special educators, ancillary personnel and consultants in rural areas

2.2.2. Have a responsible advisor with knowledge of educational legislation who will work for and with rural remote area district administrators

2.2.3. Devise comprehensive statewide planning strategies to give specific attention to:

a. Securing and retaining competent professional special education skills

b. Establishing procedures for utilizing itinerant multidisciplinary teams for identification, assessment and prescription of programs appropriate to the handicapping condition

2.2.4. Employ greater selectivity in selecting general classroom teachers who may have the responsibility for teaching handicapped children

2.3 Responsibility and Accountability

2.3.1. Develop effective interaction between parents, educators and legislators which will lead to the development, implementation and evaluation of policies and procedures with the inherent flexibility and adaptability to provide the best possible service to handicapped children

2.3.2. Provide rural remote districts assistance and support necessary to ensure appropriately designed education for every handicapped child receiving special education services

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2.3.3. Facilitate receipt of adequate federal and state funding specifically designated for services to handicapped children by:

a. Implementing this organization through the State Department of Education with primary input from the local education

2.3.4. Make local school districts responsible and accountable for the education of all severely handicapped children in their jurisdictions. These children shall be educated locally or in more appropriate facilities elsewhere. Make every effort to return the individual to local school and community consistent with local facilities and the needs of the individual

2.3.5. Develop and implement a procedure for local accounting and reporting to the State Department of Education of funds expended for special education programs

2.3.6. Develop a cost effective appropriate program of special education services for rural areas

3.0 **Legislation Task Force**

3.1 Law

3.1.1. Identify active vehicles that can be used to influence state, local, regional and federal legislative bodies to respond with enabling legislation and appropriations to ensure action for exceptional children in rural areas

3.1.2. Organize community groups to enact, fund and implement legislation to provide appropriate special education programs and services to all handicapped children

3.1.3. Obtain legislation to define a comprehensive legislative program as recommended by the State Department of Education

3.1.4. Design and implement a cooperative (state education agency, intermediate units and local agencies and governing boards) statewide comprehensive systems for all exceptional children and youth in remote rural areas which will ensure the retention of quality personnel and delivery of appropriate supportive services

3.1.5. Establish the right of each handicapped child to an education through legislation. Parents, education agencies, health agencies and other groups will influence and support mandatory legislation

3.2 Funds

3.2.1. Obtain appropriations by Congress to assist each state in guaranteeing the purchase of an education commensurate with each exceptional child's needs

3.2.2. Obtain adequate financial support from state and federal funds to assure equal educational opportunities for exceptional students in remote rural areas

3.3.3. Obtain adequate money to fund special education programs to meet the needs of all handicapped children in rural remote areas by:

a. Demonstrating to federal legislators, state legislators and state boards that the per pupil cost for educating rural handicapped children is higher than for urban handicapped children

b. Demonstrating to the above that many students in the rural areas are not being served at the present time

c. Demonstrating to the above that professional personnel are not adequate to staff handicapped programs for rural children

d. Working with state and federal officials to assure that decentralized funds are earmarked for handicapped programs

e. Providing the community with information about special education programs and needs which will motivate them to work for and support special education programs

3.3.4. Obtain legislation to provide an increase in funding for services to 20 percent of identified handicapped students not currently being served

3.3.5. Secure appropriation of adequate funds for the support of needed special education programs in rural areas

3.3.6. Facilitate receipt of adequate federal and state funding specifically designated for services to handicapped children by:

a. Organizing rural schools into workable units

3.3.7. Make the different need in rural versus urban areas apparent to funding sources

3.3.8. Identify funding sources for the development of an appropriate delivery service

3.3.9. Develop a cost effective appropriate program of special education services for rural areas

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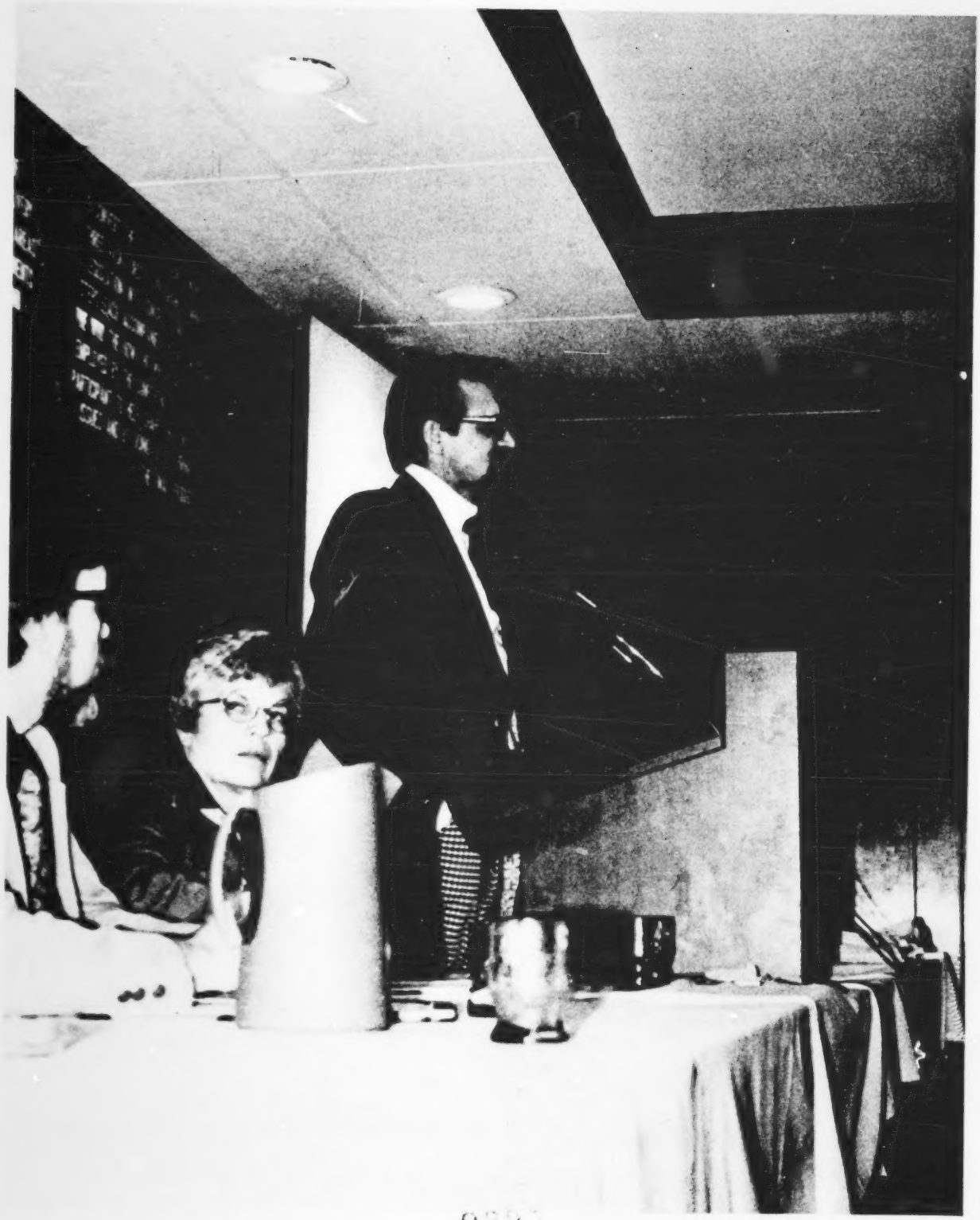

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APPENDIX D

CONFERENCE EVALUATION

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CONFERENCE EVALUATION

The conference evaluation data were collected in three segments and reflected two generally different types of data. One part focused on the task force group meetings, their process and productivity. A second set of data focused on the overall conference organization, the relevancy of the topics for discussion and the facilities.

The first set of data was collected Wednesday morning with the task force group sessions the previous two days being the targets (80 responses were received, representing approximately 60% of the task force participants).

Two sets were collected on Thursday morning (60 responses were received or approximately 45% of workshop participants responded). The first related to the work of the task forces on Wednesday and the second was the overall conference evaluation. The data are presented here according to the three sections and are labeled as such.

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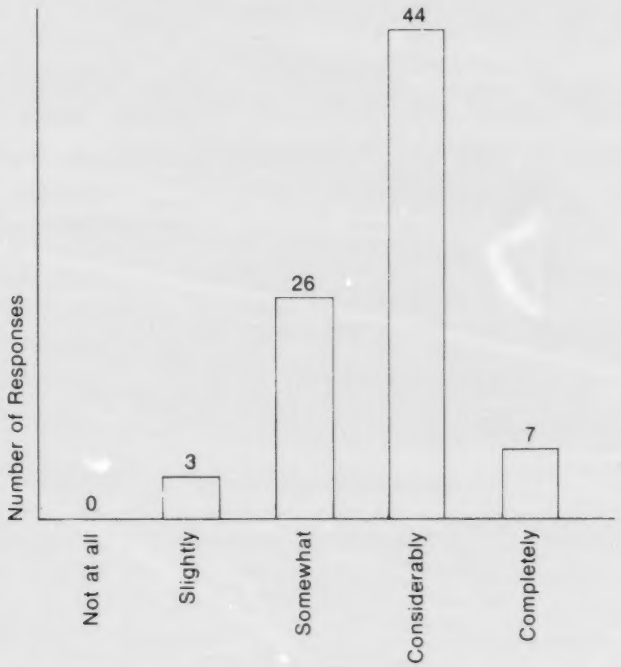
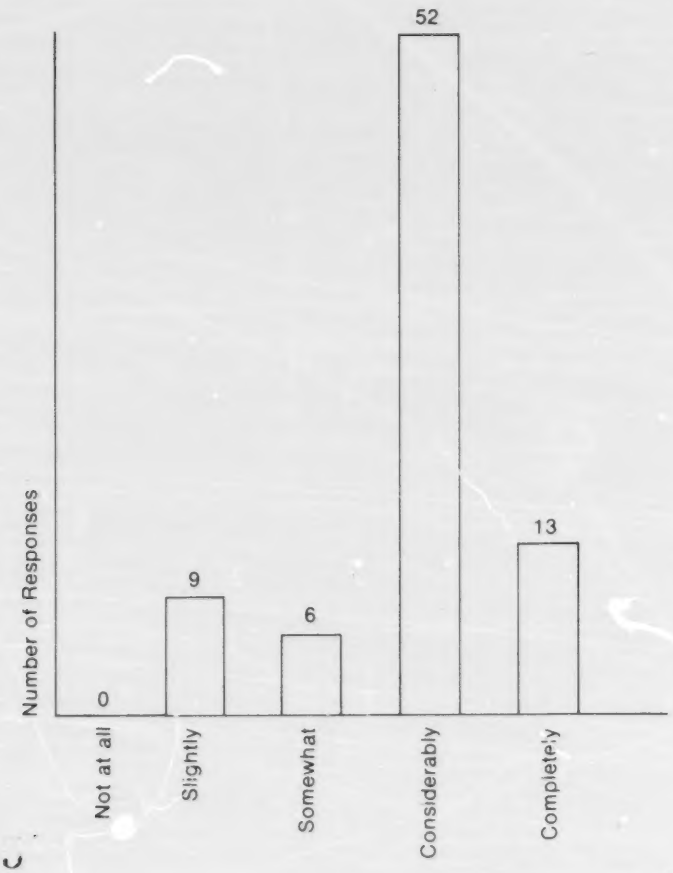
Set One: Program task force group evaluations from Monday and Tuesday (Identification, Curricula Training, and Parent combined).

Question 1: Was your group able to develop meaningful who, how, when and where steps for delivery of special education services to handicapped children in your area?



Question 2: Can the outcomes from your task force be translated into action steps to be applied to your state or program?



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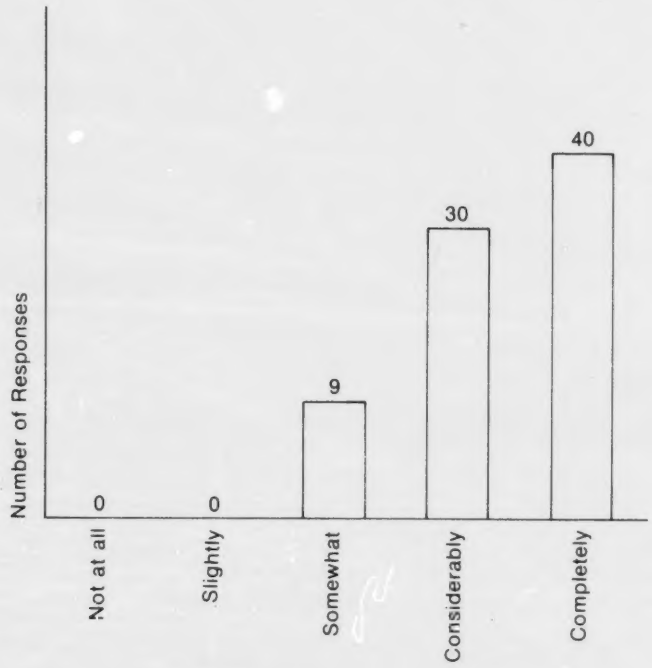
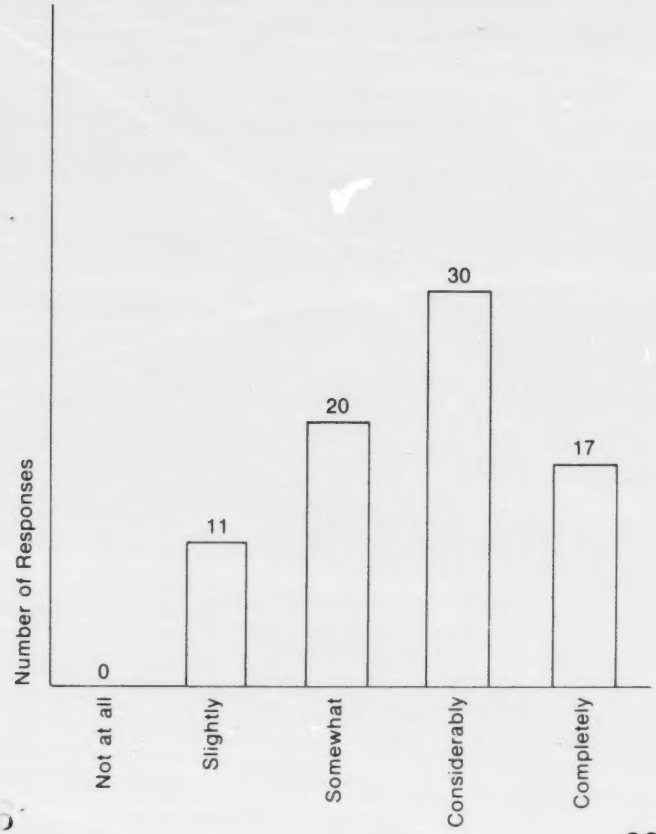
Question 3: Do you feel you had ample opportunity to express your feelings and opinions on the topic discussed in your group?

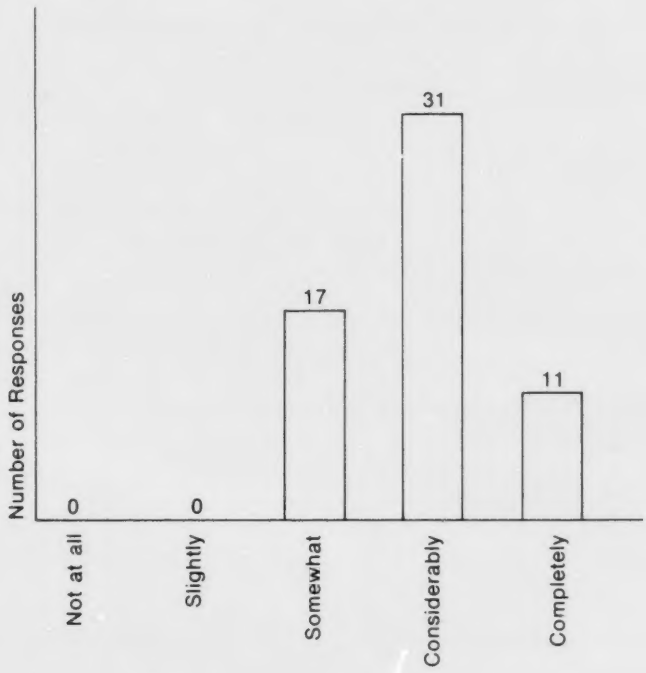


Question 4: Do you feel the group was structured and managed in such a way that allowed for maximum productivity?

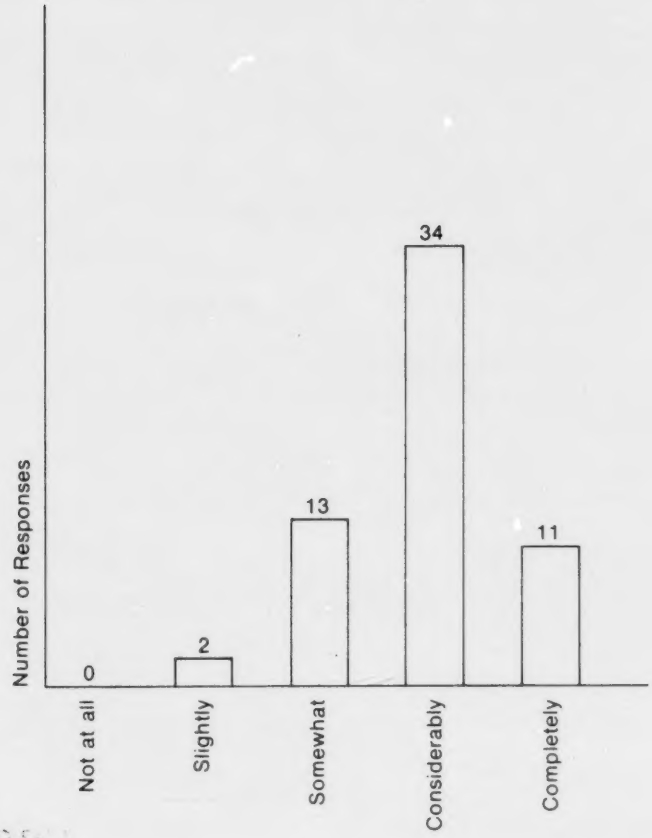


Set Two: Task force evaluation for the nine task forces working Wednesday (Identification, Training, Curricula, Parent and Community, Communication and Commitment, Responsibility and Accountability, Staffing, Law, and Funding).

Question 1: Was your group able to develop meaningful who, how, when and where steps for delivery of special education services to handicapped children in your area?



Question 2: Can the outcomes from your task force be translated into action steps to be applied to your state or program.



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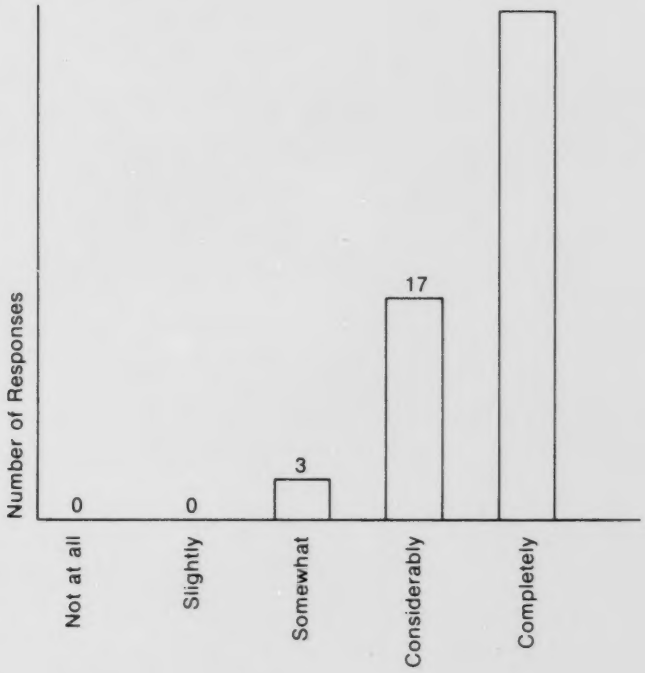
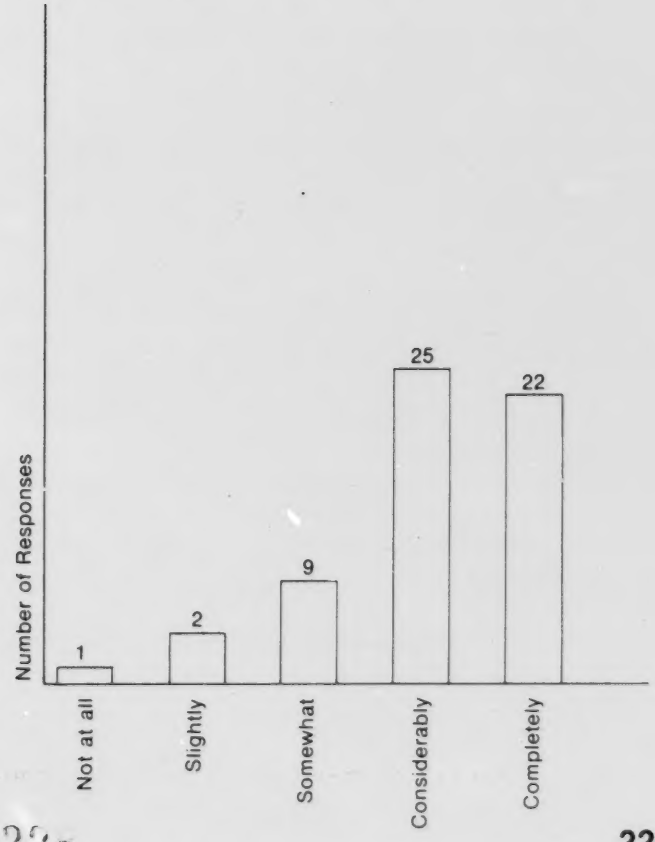
Question 3: Do you feel you had ample opportunity to express your feelings and opinions on the topic discussed in your group?

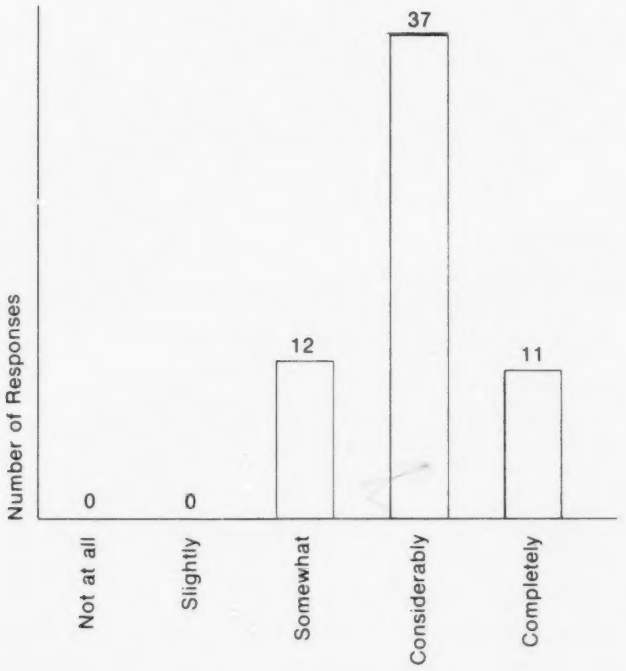


Question 4: Do you feel the group was structured and managed in such a way that allowed for maximum productivity?

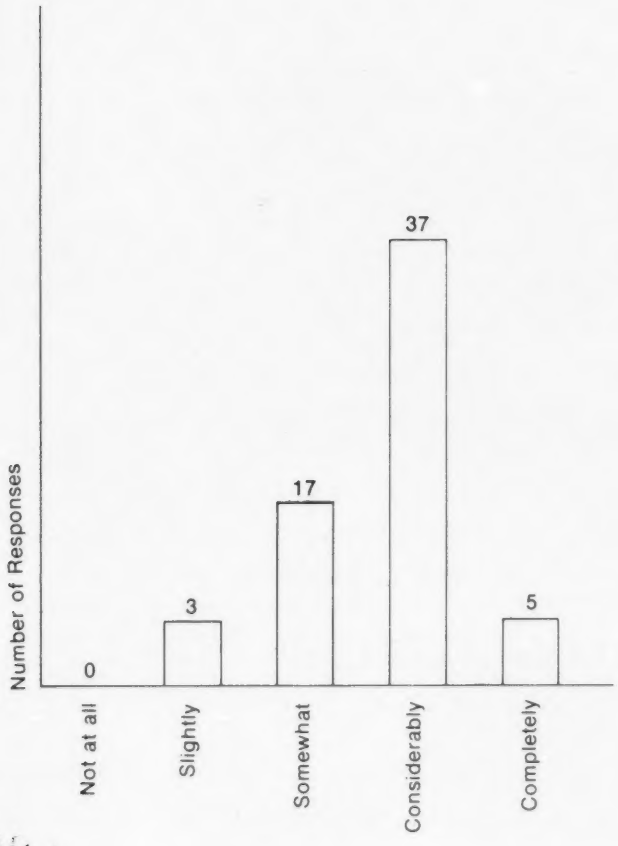


Set Three: Overall conference evaluation.

Question 1: Was the conference as a whole relevant to you and your work with handicapped children?



Question 2: Were the tactical arenas (goals) specified as a starting point for the conference relevant to your unique geographic area needs?



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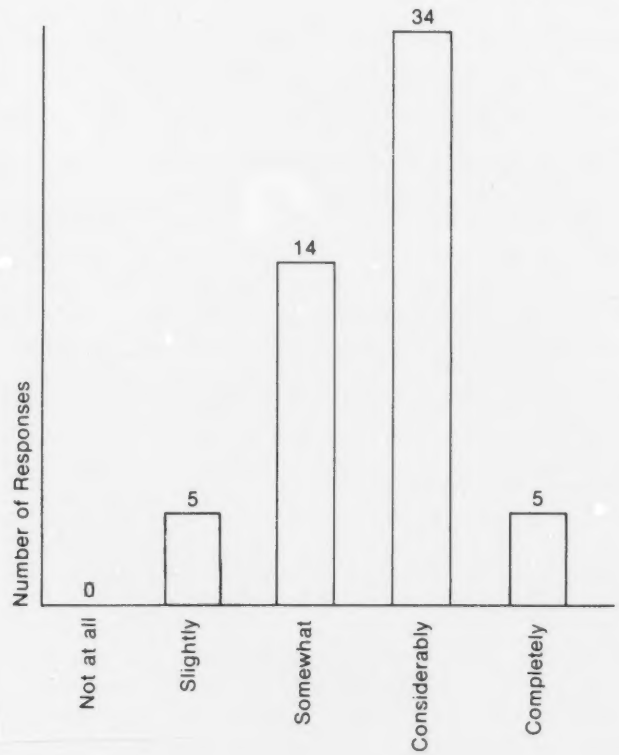
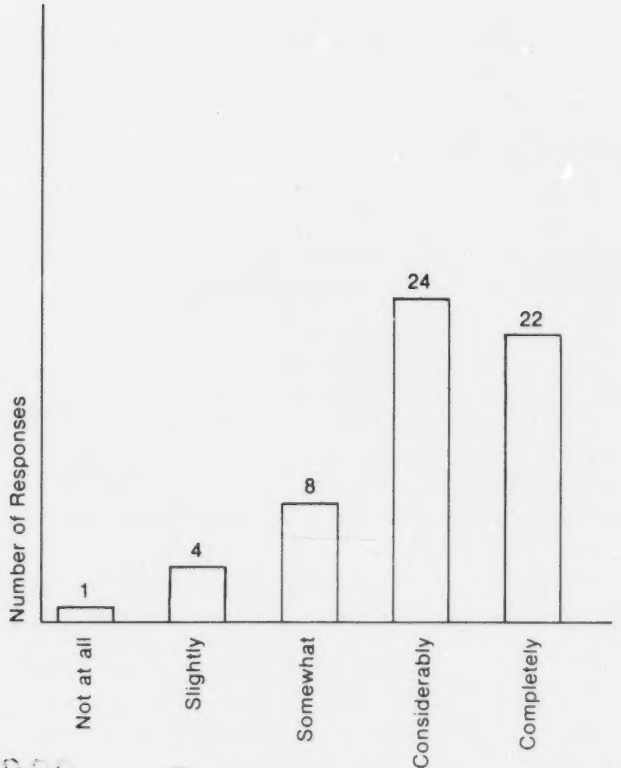
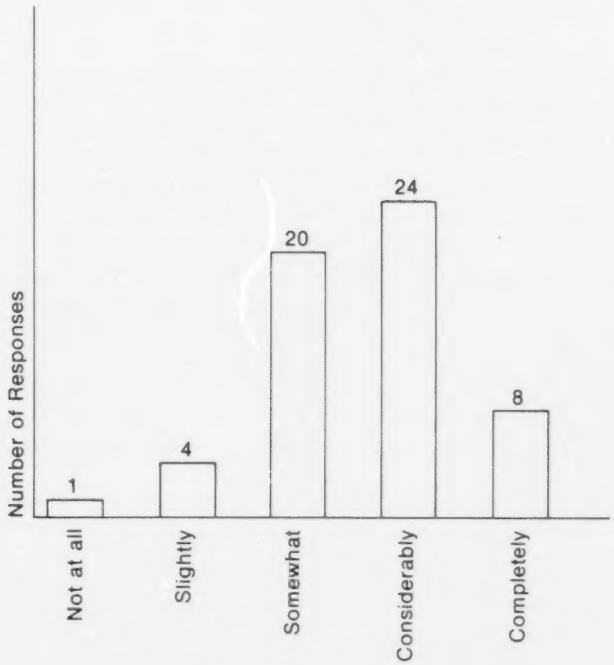
Question 3: Do you feel that the conference provided a vehicle that will improve services to handicapped children in rural remote areas?



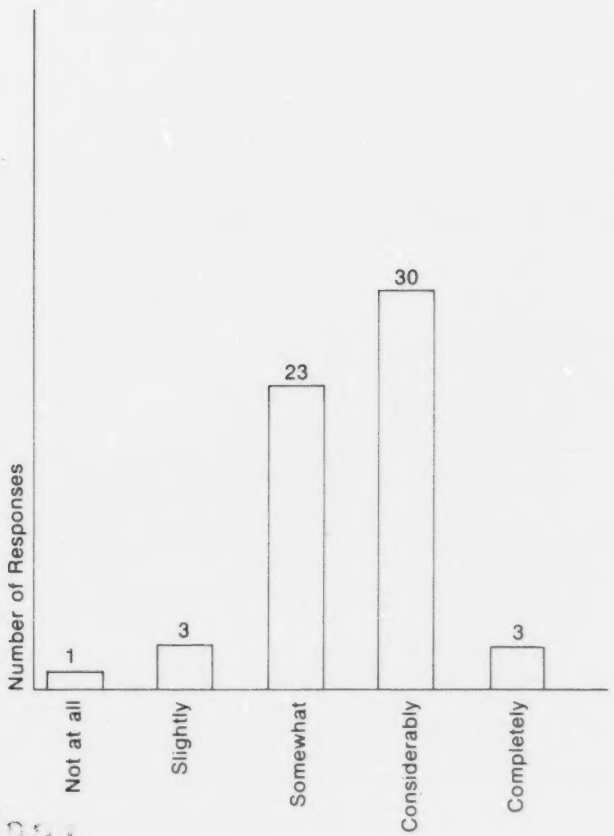
Question 4a: How effective and beneficial was the Portage demonstration Monday in relation to the information presented?



Question 4b: How effective and beneficial was the Telepac demonstration Monday in relation to the information presented?



Question 5: Did you find materials displayed in the Information Dissemination Room helpful?



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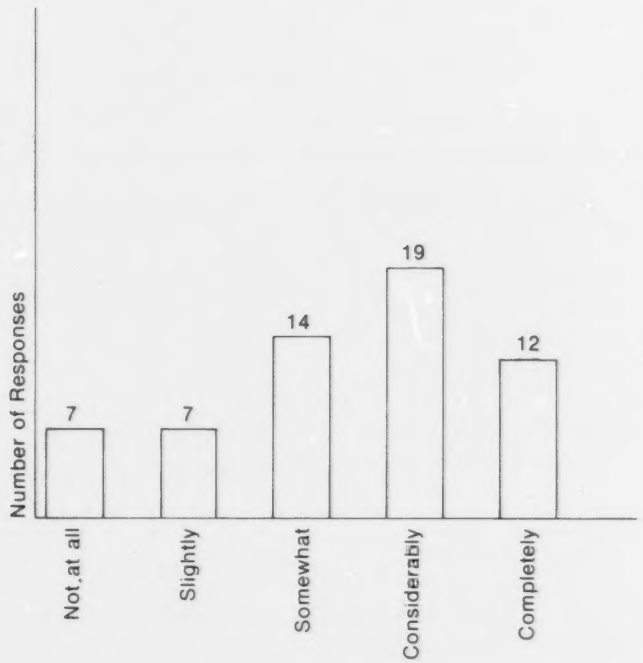
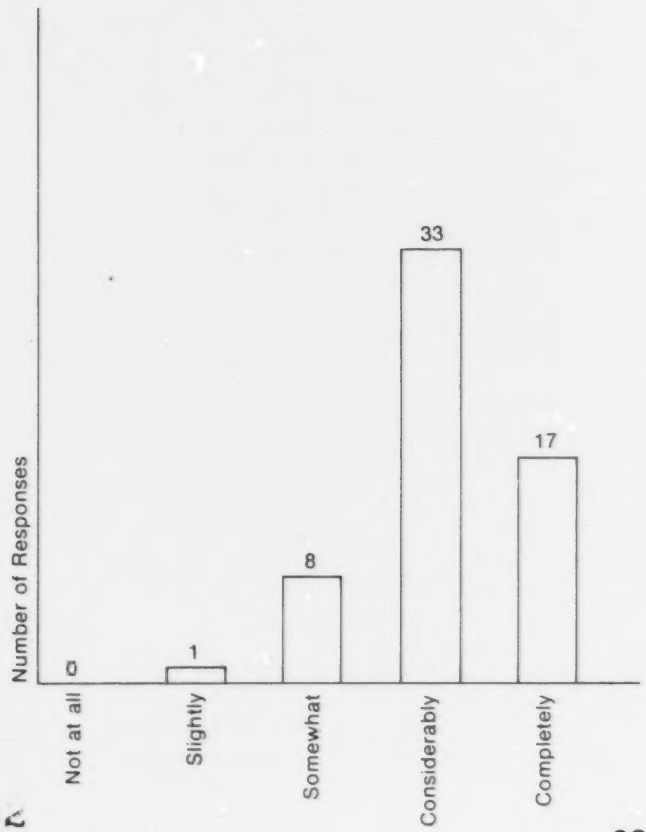
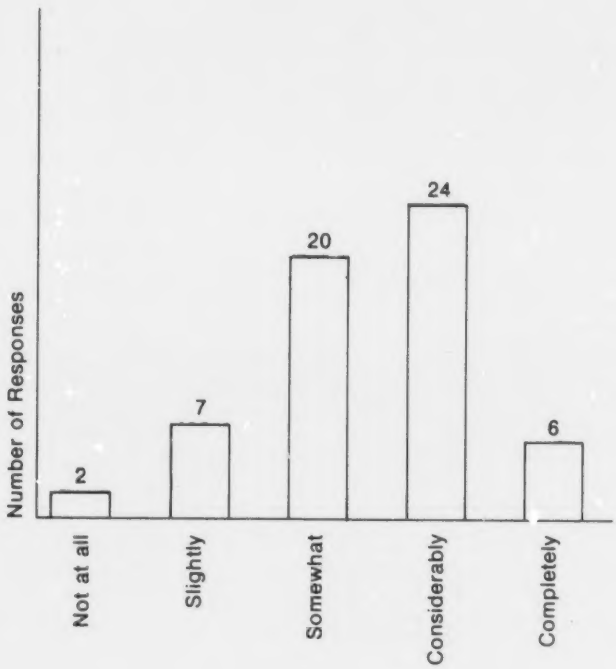
Question 6: Did you receive ample preconference information to help you prepare for the conference?



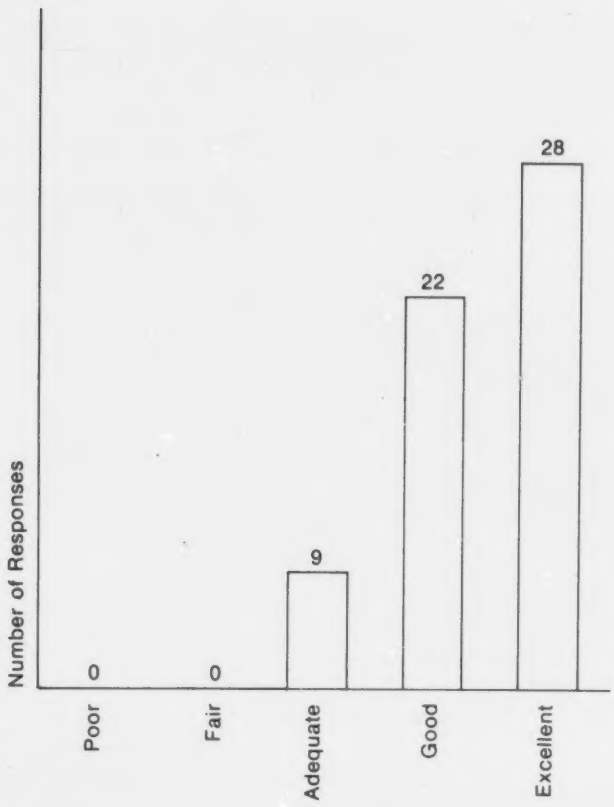
Question 7: How effective were the resource persons in keeping the group task oriented and moving?



Question 8: How informative and helpful were the reports by the state directors of special education?



Question 9a: Please rate "conference facilities."



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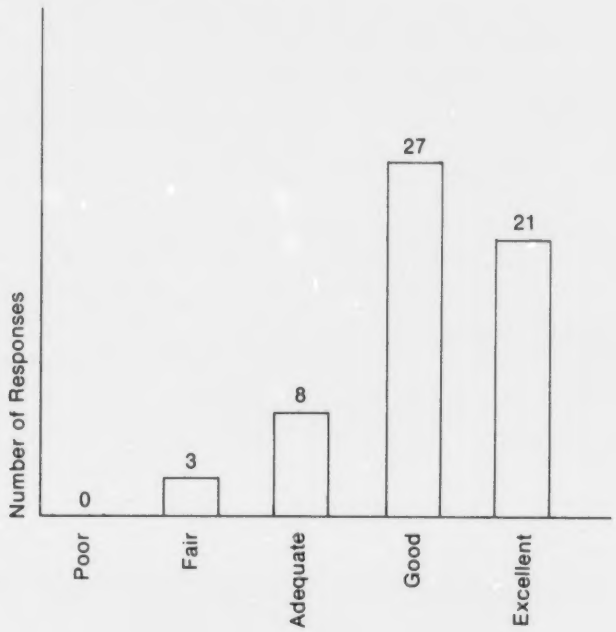
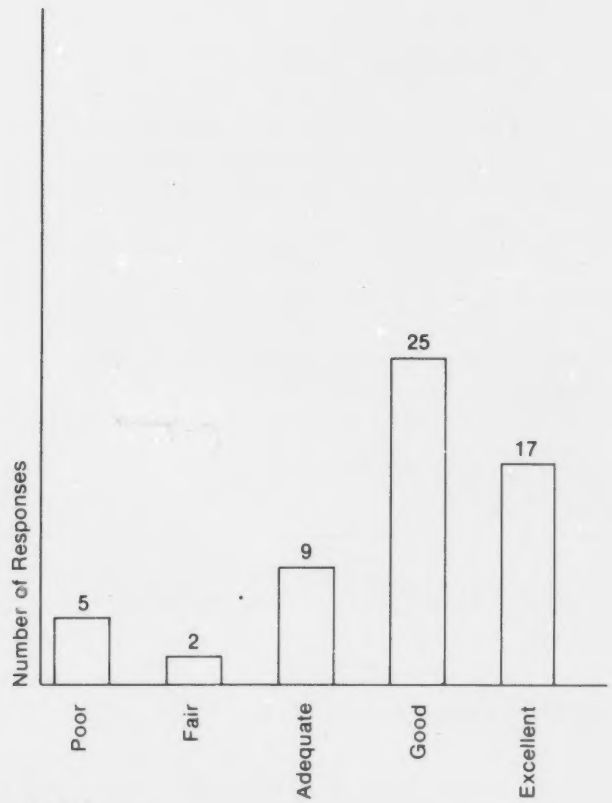
Question 9b: Please rate "meals served at conference."



Question 9c: Please rate "scheduling."



EVALUATION COMMENT

As can be seen from the bar graphs depicting the information collected, the conference was generally well received. Written comments were encouraged along with the ratings and a number of constructive responses were received. There were 70 comments relating to the task force groups ranging from a simple "thank you" to concern over the amount of material that the task forces were expected to produce in such a short time period. Comments were generally supportive of the facilitators and the overall commitment of the participants.

Suggestions were solicited for items that should and should not be changed. Comments received regarding suggestions for changes numbered 119. A comparable number of comments (120) was received regarding what should not be changed in future planning. In general, the comments regarding suggested changes covered such areas as "too much work for such a short period of time," "cut out night meetings," "allow more time for recreation," "plan for in-depth exploration of fewer topics," etc.

The comments on what should not be changed ran strongly in favor of the highly structured, intensive, task-oriented seriousness that prevailed throughout the three and one-half days of the conference. Example comments were, "keep the general format," "keep night sessions," "methodology fantastic," etc. Although there is by no means consensus on the comments, there was overwhelming support for the conference and its format.

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APPENDIX E

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APPENDIX F

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